

STUDENT POLICIES GOALS

Students are the focal point of all district operations and must receive the primary attention of the Board of Education and all staff members. Consequently, the Board will spend most of its time in study, deliberation and policy formulation on matters directly related to student welfare.

The Board recognizes the individual worth of each student. The Board and staff accept the responsibility of helping each student to develop his/her capacity for intellectual, physical, emotional, and social growth. The Board acknowledges that a student's growth is influenced by his/her environment, both at home and in school. Therefore, the school district shall strive to create an environment in which the student may learn to live and adapt successfully in an ever-changing world in order to become a responsible and productive member of the greater global society.

The Board and district staff shall work together to achieve the following goals:

1. tailor the learning program to each student's learning styles, interests, and aspirations;
2. protect and observe the legal rights of students;
3. enhance the self-image of each student by helping him/her feel respected and worthy through a learning environment that provides positive encouragement through frequent success;
4. provide an environment in which students can learn personal and civic responsibility for their actions through meaningful experiences as school citizens; and
5. promote faithful attendance and good work.

Adoption date: June 15, 2006

Revised: January 17, 2013

STUDENTS WITH DISABILITIES UNDER SECTION 504

Section 504 of the Rehabilitation Act of 1973 (Section 504) prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Section 504 defines a person with a disability as anyone who:

- a) has a mental or physical impairment which substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working;
- b) has a record of such impairment; or
- c) is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practice in the District.

Under Section 504, the District has the responsibility to identify, evaluate and, if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

The Superintendent of Schools shall adopt procedures for the identification, evaluation, or educational placement of any student who, because of a disability, needs or is believed to need accommodations or services. The Superintendent of Schools shall adopt safeguards to ensure these procedures are followed, including notice, an opportunity for the parents or guardians to examine relevant records, an impartial hearing with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure.

The Superintendent of Schools shall establish regulations and procedures for presenting problems or appealing decisions which affect individual students or groups of students subject to Section 504 of the Rehabilitation Act of 1973, in accordance with applicable statutory requirements. Students shall have the right to present complaints and grievances, in accordance with a procedure established by the Superintendent, free from coercion, interference, restraint, discrimination or reprisal. A student filing a complaint or grievance alleging that there is an action affecting him or her which is prohibited by Section 504 of the Rehabilitation Act shall be provided with information regarding the prompt and equitable resolution of the complaint or grievance. See policy 5030.

5020.3

The Superintendent of Schools shall adopt procedures for notifying parents and disabled students of these procedures and publish a notice of the procedures at the beginning of each school year. The public notice shall inform parents, employees, students and the community of the District's Section 504 policies and procedures; provide the name, address and telephone number of the Section 504 Coordinator; be included in announcements, bulletin, catalogues, and applications made available by the District.

The Director for Special Education has been designated by the Board of Education as the District's Section 504 Coordinator. The Director can be reached at (516) 277-7900, 280 Carpenter Avenue, Sea Cliff, NY 11579. Any complaints about discrimination on the basis of handicap in violation of Section 504 may be brought to his attention. Any requests for modifications or accommodations to a student's educational program should be brought to the Section 504 Coordinator's attention.

Cross-ref: 4321, Programs for Students with Disabilities
5030, Student Complaints and Grievances

Ref: Rehabilitation Act of 1973, 29 USC §§794 et seq. (Section 504)
34 CFR Part 104
Individuals with Disabilities Education Act, 20 USC §§1400 et seq.
(IDEA)
Education Law, §§4401 et seq. (Article 89)
8 NYCRR Part 200

Adoption date: June 15, 2006

Revised: January 17, 2013

STUDENT COMPLAINTS AND GRIEVANCES

The Board of Education believes it is necessary that students be made aware of the behavior that is expected of them, as outlined in district policies on school conduct and discipline. They shall also be given an opportunity to be heard on complaints and grievances they may have.

A student filing a complaint or grievance alleging that there is an action affecting them which is prohibited by Title IX and/or Section 504 of the Rehabilitation Act or the Americans with Disabilities Act shall be provided with information regarding the prompt and equitable resolution of the complaint or grievance. Furthermore, a student shall have the right to present complaints and grievances in accordance with the procedure free from coercion, interference, restraint, discrimination or reprisal.

One of the District Principals or Assistant Principal, appointed by the Superintendent annually, shall serve as the Compliance Officer to monitor and oversee compliance with all responsibilities specified under Title IX, Section 504, and the ADA.

Building Principals are responsible for ensuring that appeal procedures are incorporated into discipline codes, explained to all students, and provided to all parents on an annual basis.

Annual Notification

At the beginning of each school year, the district shall publish a notice of the established grievance procedures for resolving complaints of discrimination due to gender and/or disability to parents/guardians, employees, eligible students and the community. The public notice shall:

1. inform parents, employees, students and the community that vocational education programs are offered without regard to gender, sexual orientation, race, color, national origin or disability;
2. provide the name, address and telephone number of the person designated to coordinate activities concerning discrimination due to gender and/or disability;
3. be included in announcements, bulletins, catalogues, and applications made available by the district.

The Superintendent of Schools shall establish regulations and procedures for presenting problems or appealing decisions which affect individual students, in accordance with applicable statutory requirements, and for the resolution of complaints or grievances which may affect the student body.

Cross-ref: 0100, Equal Opportunity
5300, Code of Conduct

Ref: Americans with Disabilities Act, 42 U.S.C. §12133
Title IX, Education Amendments of 1972, 20 U.S.C. Chapter 38; 34 CFR Part 106; 45
CFR Part 86
Rehabilitation Act of 1973, §504, 29 U.S.C. §794; 34 CFR §104
Education Law §3214

Adoption date: June 15, 2006

Reviewed: November 13, 2009

Revised: December 3, 2009

Revised: January 17, 2013

STUDENT COMPLAINTS AND GRIEVANCES REGULATION

Definitions

1. Grievant shall mean a student who alleges that there has been a violation of Title IX or Section 504 of the Rehabilitation Act or the Americans with Disabilities Act (ADA) statute or regulations which affect him/her.
2. Grievance shall mean any alleged violation of Title IX, Section 504 or the ADA statute or regulations.
3. Compliance Officer shall mean the employee designated by the Board of Education to coordinate efforts to comply with and carry out responsibilities under Title IX, Section 504 or the ADA.
4. Representative shall mean any person designated by the grievant as his/her counsel or to act in his/her behalf.

Individual complaints and grievances shall be handled in accordance with the following guidelines:

1. For informal conciliation, students should confer with the appropriate teacher or school personnel to achieve prompt resolution. Students may appeal to the highest authority in the school building, i.e., the Building Principal, who has the final determination on all such matters.
2. For resolution of matters where appeal procedures are prescribed by statute, e.g., student suspensions, the prescribed course of action will be followed.
3. On issues affecting the student body, students may address the student government organization in order to resolve such matters. Students may be afforded a conference with the Building Principal in accordance with the rules and procedures established by the student government.
4. The resolution of student complaints alleging any action prohibited by Title IX, Section 504 or the ADA shall be dealt with in the following manner:

Stages

A. Stage I - Compliance Officer

1. Within 30 days after the events giving rise to the grievance, the grievant shall file a grievance in writing with the Compliance Officer. The Compliance Officer may informally discuss the grievance with the grievant. He/She shall promptly investigate the complaint. All employees of the school district shall cooperate with the Compliance Officer in such investigation.

2. Within 15 days of the receipt of the grievance, the Compliance Officer shall make a finding in writing that there has or has not been a violation of Title IX, Section 504 of the Rehabilitation Act or the ADA. In the event the Compliance Officer finds that there has been a violation, he/she shall propose a resolution of the complaint.
3. If the grievant is not satisfied with the finding of the Compliance Officer, or with the proposed resolution of the grievance, the grievant may, within 15 days after he/she has received the report of the Compliance Officer, file a written request for review by the Superintendent.

B. Stage II - Superintendent of Schools

1. The Superintendent may request that the grievant, the Compliance Officer, or any member of the school district staff present a written statement to him/her setting forth any information that such person has relative to the grievance and the facts surrounding it.
2. The Superintendent shall notify all parties concerned as to the time and place when an informal hearing will be held where such parties may appear and present oral and written statements supplementing their position in the case. Such hearing shall be held within 15 school days of the receipt of the appeal by the Superintendent.
3. Within 15 days of the hearing, the Superintendent shall render his/her determination in writing. Such determination shall include a finding that there has or has not been a violation of Title IX, Section 504 of the Rehabilitation Act or the ADA, and a proposal for equitably resolving the complaint.
4. If the grievant is not satisfied with the determination of the Superintendent, the grievant may, within 15 days after its receipt, file with the Clerk of the Board of Education, a written request for review by the Board.

C. Stage III - Board of Education

1. When a request for review by the Board has been made, the Superintendent shall submit all written statements and other materials concerning the case to the President of the Board.
2. The Board shall notify all parties concerned of the time and place when a hearing will be held. Such hearing will be held within 15 school days of the receipt of the request of the grievant. All parties concerned shall have the right to present further statements and testimony at such hearing.
3. The Board shall render a decision in writing within 15 days after the hearing has been concluded.

Distribution of the Grievance Procedure

A copy of the procedure shall be distributed to all employees and to all students or their parents/guardians. A copy of this procedure shall be available for public inspection at reasonable times with the District Clerk or at the office of the Compliance Officer.

Adoption date: June 15, 2006

SEXUAL HARASSMENT OF STUDENTS

I. General Statement

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of gender or sexual orientation in our School District. Sexual harassment is a form of sexual discrimination. The Board of Education is committed to ensure that every student within the School District shall have the opportunity to learn in an environment free from sexual harassment as defined by law. Complaints of sexual harassment will be promptly and fully investigated according to the law.

II. Sexual Harassment Defined

For the purposes of this policy, sexual harassment of a student consists of unwelcomed and unsolicited sexual advances, requests for sexual favors, sexually motivated physical conduct, or communication of a sexual nature by a student, employee, school official or other individual involved in the School District,

1. which creates an intimidating, hostile, threatening, or abusive educational environment;
and/or
2. which causes the student to believe that he or she must submit to the unwelcomed conduct in order to participate in a school program or activity, or causes the student to believe that the harasser will make an educational decision based on whether or not the student submits to the unwelcomed sexual conduct;
and/or
3. which is as severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with the student's ability to participate in or benefit from an educational program or activity.

III. Complaint/ Investigation/ Remedy

The Building Principal/Supervisor shall notify the School District's Title IX Compliance Officer of any allegations of sexual harassment against a student. Either the Building Principal, Title IX Compliance Officer, or a Special Compliance Officer, as appropriate, shall promptly, fully and equitably investigate the allegations. The investigation shall seek to determine whether the alleged conduct occurred and whether such conduct constitutes sexual harassment. If a violation of this policy is found, the harasser shall be disciplined, the victim may be provided appropriate assistance, and remedial action shall be taken reasonably calculated to end the harassment.

Retaliation against any person for filing a complaint, participating in, or cooperating with an investigation is prohibited. False allegations will not be tolerated.

Any student who believes that he or she has been subjected to sexual harassment is encouraged to report the alleged misconduct, so that appropriate action may be taken. In the absence of a complaint, the Board, its designee, or staff member, upon learning of, or having reason to suspect, the occurrence of sexual harassment, will report the incident to the Compliance Officer who will ensure that an investigation is promptly commenced.

The Superintendent of Schools shall implement specific procedures on reporting, investigating and remedying allegations of sexual harassment of students consistent with federal and state laws. Activities will be established for students and employees to raise awareness of the issues surrounding sexual harassment to help reduce incidents of sexual harassment.

A copy of this policy and its accompanying regulation will be included in student handbooks and/or provided to parents.

Adoption Date: December 3, 2009

Revised: January 17, 2013

SEXUAL HARASSMENT OF STUDENT

REGULATION

Reporting of Harassment

Students who believe that they have been subjected to sexual harassment are encouraged to immediately report the harassment to any school staff member, to their Building Principal, or to the District Compliance Officer. Any staff member who has witnessed behavior that may constitute sexual harassment, or who has information that a student may be the victim of sexual harassment MUST report the matter at once to the Principal or to the District Compliance Officer. The staff member and the Building Principal shall then notify the District's Compliance Officer of the complaint. A decision shall be made by the Compliance Officer as to whether the Building Principal, the Compliance Officer, or a Special Compliance Officer shall investigate the allegations.

The name and contact information for the Title IX Compliance Officer shall be included on the annual district calendar. The Title IX Officer is currently Ms. Lori Nimmo who can be reached at the Glen Head School at (516) 277-7701. Complaints can be verbal or in writing.

Investigation

The designated investigator/ Compliance Officer shall conduct a diligent, thorough and impartial investigation of the allegations. Interviews of the complaining student, the alleged harasser and appropriate witnesses, shall be conducted by the investigator. In the discretion of the investigator, written statements may be requested from the interviewees. Depending upon the totality of circumstances and the age of the interviewees, parents/guardians may be invited to be present during the interview; however parents/guardian of the alleged harasser, if a student, shall be entitled to attend the interview. If the alleged harasser is a staff member, the staff member shall be advised of his/her right to union representation at the interview. Complainants should be asked the remedy which they are seeking to resolve the complaint, although the final decision as to remedy rests with the Superintendent of Schools. The duties of the investigator are those associated with good investigative technique and include interviews of all appropriate parties, review of any relevant documentation or other physical evidence and analysis of the evidence. It is the responsibility of the investigator to make credibility assessments of the parties, as necessary.

The goal of the investigation is to determine the facts; the goal of the resolution procedures is to end the harassment and obtain a prompt and equitable resolution to the complaint. The investigation should commence as promptly as practical after the complaint is made. At the completion of the investigation, the investigator shall file a report that shall summarize the investigation, make a determination as to whether the allegations are substantiated by the

evidence, and present recommendations for resolving the situation to the Superintendent of Schools. A copy of the investigator's conclusions will be shared verbally with the complainant and the alleged harasser.

Corrective Action

If the investigation reveals that sexual harassment has occurred, appropriate remedial and/or disciplinary actions shall be taken in a manner consistent with applicable law, district policies and regulations, and collective bargaining agreements. The remedial and/or disciplinary action must be intended to prevent reoccurrence of harassment to the complainant. If the alleged harassment may involve criminal activity, the complaint shall be referred to the appropriate law enforcement and child protective agencies, at any stage of the investigation.

Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed by law and consistent with any applicable provisions in of law.

Appeal Process

If either the complainant or the alleged harasser is not satisfied with the findings of the investigator, an appeal may be made to the Superintendent of Schools. The appeal must include all relevant reports and set forth the asserted basis for this appeal. The Superintendent will review the record on appeal and render a decision on the appeal.

Post-Corrective Action

Following a finding of sexual harassment, victims will be contacted by the District Compliance Officer or designee to ensure that the harassment has not resumed and that no retaliatory action has occurred. At the discretion of the District, these follow-up interviews will continue for an appropriate period of time.

Investigation in the Absence of a Complaint

In the absence of a complaint, the Superintendent, Superintendent's designee, or staff member, upon learning of or having reason to suspect, the occurrence of sexual harassment, will report the incident to the District Compliance Officer who will ensure that an investigation will be conducted.

Individual Rights and Confidentiality

The rights of all persons shall be respected in carrying out the procedures outlined above. Confidentiality shall be maintained to the extent that an appropriate and complete investigation may be conducted.

Adoption Date: December 3, 2009

STUDENT GENDER IDENTITY

All students need a safe and supportive educational environment to progress academically and developmentally. The District is committed to fostering a safe learning environment for all students, free from discrimination and harassment on the basis of sex, gender, gender identity, gender nonconformity, and gender expression. In accordance with applicable law, regulations, and guidelines, the District will ensure that students have equal access to all school programs, facilities, and activities. The District will assess and address the specific needs of each student on a case-by-case basis.

Key Terms

Generally, District personnel should use the language that individual students are using to describe their own gender identity, appearance, or behavior. The most commonly used terms are:

Cisgender: a person whose gender identity corresponds to their assigned sex at birth.

Consistently Asserted Gender Identity: describes an individual's gender assigned at birth, and/or for individuals whose gender identity is different from their gender assigned at birth, it shall mean the individual's gender identity as indicated to the Building Administrator and/or his or her designee.

Gender: actual or perceived sex, typically with reference to social and cultural differences rather than physiological ones.

Gender expression: the ways a person conveys their gender identity to others, such as through behavior, appearance, clothing, hairstyle, activities, voice, and mannerisms.

Gender identity: a person's inner sense or psychological knowledge of being male, female, neither, or both.

Gender nonconforming (GNC): describes someone whose gender identity or gender expression does not conform to social or stereotypical expectations of a person with that gender assigned at birth. This is also referred to as gender variant or gender atypical.

Transgender: someone whose gender identity is different than their gender assigned at birth.

Transition: the process by which a person socially or physically aligns their gender expression more closely to their gender identity than their assigned sex at birth.

Records

As required by law, the District will maintain the confidentiality of student information and records. If a transgender or GNC student has officially changed his or her name, as demonstrated by court order or birth certificate, the District will change its official and unofficial records, as needed, to reflect the change. The District will maintain records with the student's assigned birth name in a separate, confidential file.

If a transgender or GNC student has not officially changed his or her name, but wishes to be referred to by a different name that corresponds to their Consistently Asserted Gender Identity, the District may create or change unofficial records to reflect the name and gender that corresponds to the student's Consistently Asserted Gender Identity at school. However, when required by law, the District will use the student's legal name. Any student identification cards will be issued with the name and gender reflecting the student's Consistently Asserted Gender Identity at school. The District will maintain records with the student's assigned birth name and gender in a separate, confidential file.

Names and Pronouns

When apprised of a student's transgender or GNC status, the District will endeavor to engage the student and his or her parents or guardians, as appropriate, in an effort to agree upon a plan that will accommodate the student's individual needs at school. Transgender and GNC students have the right to discuss and convey their gender identity and expression openly and to decide when, with whom, and how much to share this confidential information. The plan may therefore include when and how to initiate the student's preferred name and associated pronoun use and if, when, and how this is communicated to others. District staff will use the name and pronoun that corresponds to the student's Consistently Asserted Gender Identity at school.

Restrooms and Locker Rooms

The District will allow a transgender or GNC student to use the restroom and locker room that corresponds to the student's Consistently Asserted Gender Identity at school. Any student requesting increased privacy or other accommodations when using bathrooms or locker rooms for any reason will be provided with a safe and adequate alternative, but no student will be required to use that alternative.

Physical Education and Sports

Physical education is a required part of the District's curriculum. Where these classes are sex-segregated, students will be allowed to participate in accordance with their Consistently Asserted Gender Identity. Students will likewise be allowed to participate in intramural activities in accordance with their Consistently Asserted Gender Identity.

Upon written notification that a transgender or GNC student would like an opportunity to participate in the District's interscholastic athletics program in accordance with their Consistently Asserted Gender Identity, the District will determine his or her eligibility in accordance with applicable law, regulations, and guidelines. The Superintendent and/or his or her designee will confirm the student's asserted gender identity with documentation it considers appropriate from a parent/guardian, counselor, doctor, psychologist, psychiatrist, or other medical professionals.

The District's athletic director will notify opposing team athletic directors or the New York State Public High School Athletic Association if a student needs any accommodations during competitions. Any appeal regarding the District's eligibility decision will be directly to the Commissioner of Education.

Other Activities

5405 Generally, in other circumstances where students may be sex-segregated, such as overnight field trips, students may be permitted to participate in accordance with the gender identity that the student consistently asserts at school. Student privacy concerns will be addressed individually and on a case-by-case basis in accordance with District policy and applicable law, regulations, and guidelines.

Dress Code and Team Uniforms

Transgender or GNC students may dress in accordance with their gender identity or expression, within the parameters of the District's dress code. The District will not restrict students' clothing or appearance on the basis of gender.

The District's dress code applies while its athletes are traveling to and from athletic contests. Athletes will have access to uniforms that are appropriate for their sport.

Family Educational Rights and Privacy Act (FERPA), 20 USC § 1232g
34 CFR Part 99
Title IX of the Education Amendments of 1972
Education Law Article 2 and §§ 2-d, 11(7), 3201-a
8 NYCRR § 100.2

Adoption Date: July 5, 2016

STUDENT ATTENDANCE

The North Shore Schools recognize that regular school attendance is a major component of academic success. The purpose of this policy is to reduce the level of unexcused absences, tardiness, and early departures, encourage full attendance by all students, maintain an adequate attendance record keeping system, identify patterns of student absences and develop effective intervention strategies to improve school attendance.

To be successful, it is imperative that all members of the school community are aware of this policy, its purpose, procedures, and the consequences of non-compliance. To insure that student, parents, teachers and administrators are notified of and understand this policy, it will be included in student handbooks and be reviewed with students at the start of the school year. A consolidated high school summary of the policy is outlined below. Further, a district-wide summary of the policy will also be available on the district web site. When a student is absent, tardy, or leaves early from class or school without excuse, designated staff member(s) will notify the student's, parent(s) by phone or mail of the specific unexcused absence and remind them of the attendance policy.

All faculty and staff will receive a copy and will meet at the beginning of each school year to review the attendance policy to clarify individual roles in its implementation. Copies of this policy will also be made available to any community member upon request.

1. Excused and unexcused absences

The following are excused absences-

- Illness of the student (3-4 days or less)
- Extended illness for more than 3 to 5 days or more requires a doctor's note
- Serious illness of immediate family member
- Death in the student's family
- Serious, contagious, or epidemic disease in the household where the pupil resides
- Emergency doctor or dental appointments
- Mandated attendance in a court of law or related court proceeding
- Documented college visits (high school students only)
- Religious observance
- Dangers imposed by weather conditions

The following are unexcused absences –

- Visiting relatives or friends
- Vacationing/traveling
- Making motor vehicle department appointments excluding road tests with documentation of appointment
- Babysitting or helping at home
- Working
- Shopping
- Oversleeping
- Experiencing vehicle breakdown (subject to administrative review)
- Leaving school during the day, including lunch (for grade K through 9), without proper notification
- Non Emergency Medical or Dental appointments

Attendance at school sponsored programs (e.g. Field trips, assemblies) and suspensions are not considered absences.

2. General Procedures/Data Collection

Parent and Student Responsibilities

If a student is absent from school for all or part of a day, his or her parent/guardian is responsible for:

Telephoning the morning of the absence. If the parent/guardian is unable to speak with a school official to explain the absence, he or she shall be responsible for sending in a note explaining the absence, upon the student's return to school and sending a note the day that follows the absence

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| • High School – 277-7020 or 7021 | Sea Cliff School – 277-7511 |
| • Middle School – 277-7311 | Glenwood Landing– 277-7611 |
| | Glen Head School – 277-7711 |

The student is responsible for:

- Presenting the parent's note to the Attendance Office, in those cases in which the parent has not contacted school officials to explain the absence.
- Making up work for each class missed to each teachers' expectations

School Responsibilities:

- Attendance will be taken at the beginning of the elementary and middle school day, and at the beginning of each during each class period during the high school day.

- At the conclusion of each class period all attendance information shall be compiled and provided to the designated staff member(s) responsible for attendance.
- The school shall make every effort to contact the parent/guardian at all available contact numbers in the event that a student is reported absent.
- The nature of the absence shall be coded on a student's record (Excused, Unexcused, Tardy, Absent)
- Student attendance data shall be available to and should be reviewed by the building principal or his or her designee in an expeditious manner.
- Where additional information is received that requires corrections to be made to a student's attendance records, such correction will be made immediately.
- Notice of such a change will be sent to appropriate school personnel subject to applicable confidentiality rules.
- Attendance data will be analyzed periodically to identify patterns or trends in student absences.
- Where consistent with other school practices, teachers and staff shall report students in the hallways, who are absent from a class period without excuse.
- Continuous monitoring will be conducted to identify students who are absent, tardy, or leave class or school early.

3. Attendance/ Grade Policy

The North Shore Schools value the learning that occurs as students and teachers interact in a classroom setting. It is impossible to recapture that experience.

Nonetheless, students are expected to make up all work missed due to absence.

Classroom participation as well as student's performance on homework, tests, papers, projects, are all considered in establishing grades. Students are expected to attend all scheduled classes for at least 85% of the scheduled days of instruction in order to receive credit for the course. To ensure that parents and students are aware of the implications of this minimum attendance requirement, the teacher or other designated staff member(s) will advise the student and contact the parent(s) by telephone and mail at appropriate intervals prior to the student reaching the maximum number of permitted absences.

4. Strategies for intervention at each level

Grades K through 8

At grade levels K through 8, meetings will be held at the 14th and 21st day of absence with the Principal and Instructional Support Team to discuss student lateness and nonattendance. (Ramifications may include implementing a PINS Petition, or initiating a CPS Referral).

Parents are expected to call the school the morning of each absence or lateness. A written explanation of the absence should be sent to the school with the child on the day following the absence, in those cases in which the parent/guardian has not been able to contact the school to

explain the absence. Chronic lateness will be addressed in the same manner as excessive absence.

Grades 9 through 12

Full year courses:

- Parents will be contacted by the school each time their child is illegally absent from a class.
- On the seventh absence, a letter will be mailed home describing the mandatory attendance requirement for course credit and the ramifications for noncompliance.
- On the fourteenth absence, a parent and child meeting will take place with the Assistant Principal and PPT to discuss the severity of non-attendance and notification that ten points will be deducted from the student's quarter grade at the twenty-first absence. Student off-campus privileges will be revoked for a minimum of two weeks and mandatory study time will be implemented.
- On the twenty-first absence, a second letter will be sent home reiterating the attendance requirements for course credit and the consequences of non-compliance. At this point, parents are encouraged to schedule a meeting with the Assistant Principal to discuss the problems of non-attendance and excessive absence. A parent and child meeting will take place with the Principal and PPT. Ten points will be deducted from the student's quarter grade and off campus privileges will be revoked for a minimum of four weeks. A letter of notification will be sent home indicating this action and stressing that no credit will be received at the twenty-eighth absence.
- At twenty-eight absences a final letter of notification will be mailed to parents stating that their child will not receive credit for the course. In order for a student to take the course for credit in summer school or repeat the course the following year they must continue to attend daily. Off campus privileges will be revoked for a minimum of four weeks.

Half-year courses:

- On the third and sixth absence a letter will be mailed home describing the mandatory attendance requirement for course credit and the ramifications for noncompliance.
- On the seventh absence, a parent and child meeting with the Assistant Principal and Pupil Personnel Team (PPT) to discuss the severity of non-attendance and notification that ten points will be deducted from the student's quarter grade at the eleventh absence. Student off-campus privileges will be revoked for a minimum of two weeks and mandatory study time will be implemented.
- On the tenth absence, a second letter will be sent home reiterating the attendance requirements for course credit and the consequences of non-compliance. At this point, parents are encouraged to schedule a meeting with the Assistant Principal to discuss the problems of non-attendance and excessive absence. Off campus privileges will be revoked for a minimum of two weeks.

- On the eleventh absence, a parent and child meeting will take place with the Principal and PPT. Ten points will be deducted from the student's quarter grade. Student off-campus privileges will be revoked for a minimum of four weeks and mandatory study time will be implemented. A letter of notification will be sent home indicating this action and stressing that no credit will be received at the fourteenth absence.

Physical Education:

Half-year course ¼ credit

- On the third absence a letter will be mailed home describing the mandatory attendance requirement for course credit and the ramifications for noncompliance.
- On the fourth sixth absence, a parent and child meeting with the Assistant Principal/Principal and Pupil Personnel Team (PPT) to discuss the severity of non-attendance and notification that ten points will be deducted from the student's quarter grade at the seventh absence. Student off-campus privileges will be revoked for a minimum of two weeks and mandatory study time will be implemented a second letter will be sent home reiterating the attendance requirements for course credit and the consequences of non-compliance. At this point, parents are encouraged to schedule a meeting with the Assistant Principal to discuss the problems of non-attendance and excessive absence.
- On the seventh absence, a parent and child meeting will take place with the Principal and PPT. Ten points will be deducted from the student's quarter grade. Student off-campus privileges will be revoked for a minimum of four weeks and mandatory study time will be implemented. A letter of notification will be sent home indicating this action and stressing that no credit will be received at the eighth absence.
- At eight absences a final letter of notification will be mailed to parents stating that their child will not receive credit for physical education. In order for a student to take the course in summer school they must continue to attend daily. A letter of notification will be mailed to parents indicating this information the student to repeat the course for credit in summer school or repeat it in the following year, he or she must continue to attend daily. If the student continues to miss classes, each day absent will be treated as a cut, detentions will be assigned and students may become ineligible for summer school.

5. Appeals

Any student facing disciplinary action, failure or denial of credit has a right to a hearing with parents/guardians present. Appeals of such circumstances must be submitted in writing to the school Principal. Examples of days that can be earned back may include: extended illness, bereavement, or family crisis.

6. Sanctions for unexcused absences

In the high school, class cuts are treated independently of the attendance policy. The sanctions for cutting a class will apply at the same time as the interventions and other corrective action of the attendance plan, meaning each cut will also count as a class absence.

- 1st cut – 1 detention
- 2nd cut – loss of five free periods
- 3rd cut – 3 detentions
- 4th cut – Parent meeting
- 6th cut – One day of In-School Suspension
- 8th cut – One day of Out of School Suspension

8. Annual Review

The Board of Education shall annually review building-level student attendance records and, if such records show a decline in student attendance, the Board shall revise this comprehensive attendance policy and make any revisions to the plan it deems necessary to improve student attendance.

Ref: Education Law §§1709; 3024; 3025; 3202; 3205-3213; 3225

8 NYCRR §§104.1; 175.6

Adoption date:	June 15, 2006
Reviewed:	December 13, 2007
Revised:	January 17, 2008
Reviewed:	April 29, 2010
Revised:	May 6, 2010
Revised:	December 10, 2015

ADMISSION AND ENTRANCE AGES

The district shall provide a public education to all persons between the ages of five and twenty-one who have not received a high school diploma and are entitled to attend school. If such persons reside in the district, they may attend without payment of tuition.

Children who reach their fifth birthday on or before December 1st of the year of matriculation are entitled to attend school and may be admitted to kindergarten. Proof of age must be presented in the form of a birth certificate, baptismal certificate, or passport.

A child who has regularly attended and satisfactorily completed a year's work in a kindergarten which is duly registered with the State Education Department will be enrolled in the first grade, unless the district's testing program indicates the child should repeat kindergarten in the district.

A veteran of any age who has not yet received his/her high school diploma and who has been discharged under conditions other than dishonorable is eligible to attend school.

A non-veteran under twenty-one years of age who has received a high school diploma shall be permitted to attend school or BOCES upon payment of tuition.

Upon registration, all new students shall be required to present:

1. proof of date of birth;
2. a record of immunizations and a health certificate from a licensed physician; and
3. proof of residency.

The Board of Education authorizes the Superintendent of Schools to establish any and all rules, regulations, and procedures necessary to implement and maintain this policy.

Ref: Education Law §§903; 904; 1709; 1712; 2503; 2514; 2555; 3202; 3205; 3208; 3210
Public Health Law §2164

Adoption date: June 15, 2006

HOMELESS CHILDREN

The Board of Education recognizes its responsibility to identify homeless children within the district, encourage their enrollment and eliminate existing barriers to their education which may exist in district practices. The Board will provide that homeless children attending the district's schools access to the same free and appropriate public education, including preschool education, as other children.

A homeless child is a child who lacks a fixed, regular, and adequate nighttime residence or who has a primary nighttime location in a public or private shelter designed to provide temporary living accommodations, or a place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. This definition also includes a child who shares the housing of others due to loss of housing, economic hardship, or similar reason; lives in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; lives in a car, park, public space or abandoned building, substandard housing, bus or train station or similar setting; has been abandoned in a hospital or is awaiting foster care placement; or is a migratory child who qualifies as homeless.

A homeless child has the right to attend school in either the district of origin (i.e., where he/she resided before becoming homeless), the district of current location, or a district participating in a regional placement plan.

The Superintendent of Schools shall develop procedures necessary to expedite the homeless child's access to the designated school. Such procedures shall include:

1. Admission: Upon designation, the district shall immediately admit the homeless child to school, even if the child is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation and even if there is a dispute with the child's parents regarding school selection or enrollment.

Homeless children will have the same opportunity as other children to enroll in and succeed in the district's schools. They will not be placed in separate schools or programs based on their status as homeless.

2. Transportation: The district shall provide transportation for homeless students currently residing within the district as required by applicable law.
3. School Records: For homeless students attending school out of the district, the district shall, within five days of receipt of a request for records, forward a complete copy of the homeless child's records including proof of age, academic records, evaluation, immunization records and guardianship paper, if applicable.

The Assistant Director for Special Education shall serve as the liaison for homeless children and the Superintendent shall ensure that this he or she is aware of his or her responsibilities under the law. The liaison's responsibilities shall include, but not be limited to, ensuring that:

1. parents of homeless children are informed of the educational and related opportunities available to them, including transportation;
2. enrollment disputes involving homeless children are promptly mediated and resolved;
3. school personnel in coordination with shelters and social service agencies and other appropriate entities identify homeless children, including homeless preschoolers; and
4. homeless children receive educational services, including Head Start and preschool services to which they are eligible, as well as referrals to health care and other appropriate services.

In accordance with Commissioner's regulations, the district shall collect and transmit to the Commissioner information necessary to assess the educational needs of homeless children within the State.

Ref: 42 USC §§11431, et seq.
School Enrollment Guidelines on the McKinney-Vento Act, 67 Fed. Reg. 10,697-10,701
(March 8, 2002)
Education Law §§207; 305; 3202; 3205; 3209
Executive Law §§532-b; 532-e
Social Services Law §§17; 62; 397
8 NYCRR §§100.2; 175.6

Adoption date: June 15, 2006

HOMELESS CHILDREN REGULATION

Each school in the district shall maintain forms provided by the Commissioner of Education for designating a homeless child's district of attendance. These forms must be provided to any homeless child or parent or guardian who seeks to enroll a child in school. The district's liaison for homeless students shall assist the homeless child and/or parent or guardian in understanding their rights under the law and provide them with information regarding the educational and related opportunities available to them.

School placement decisions for homeless children will be based on the "best interest of the child." Unless doing so is contrary to the wishes of the child's parent or guardian, to the extent possible, a homeless child will continue to attend the school of origin (the school the child attended when he or she became homeless).

If the district wishes to send a homeless child to a school other than the school of origin or a school requested by the parent or guardian, the Superintendent or designee shall provide the parent or guardian with a written explanation of its decision, together with a statement regarding the right to appeal the placement process. The Superintendent or designee shall refer any such dispute to the district's liaison for the homeless for resolution. The homeless child must be enrolled in the school sought by the parent or guardian pending resolution of the dispute.

Admission Procedures

Upon designation, the Superintendent of Schools or designee shall immediately:

1. review the designation form to ensure that it is complete;
2. admit the homeless child even if the child or his/her parent or guardian is unable to produce records normally required for enrollment or there is an unresolved dispute regarding school selection or enrollment;
3. where applicable, make a written request to the school district where a copy of the child's records are located for a copy of the homeless child's school records;
4. notify the liaison for homeless children of the child's admission. The liaison shall:
 - a. notify the child and/or the parent or guardian of the educational and related opportunities available to homeless children including transportation;
 - b. ensure that the child receives the educational services for which they are eligible, including Head Start and Even Start and preschool programs administered by the district;

5151-R

- c. make necessary referrals to health care services, dental services, mental health services, and other appropriate services; and
- d. ensure that any enrollment disputes are mediated promptly and in accordance with law.

The Superintendent or designee shall forward a copy of the designation form to the Commissioner of Education and the school district of origin where applicable.

Unless the homeless child is entitled to transportation provided by the Division for Youth or the Department of Social Services, the district shall provide transportation services to the child in accordance with applicable law.

Adoption date: June 15, 2006

NON-RESIDENT STUDENTS

The Board of Education affirms that its primary responsibility is to provide the best possible educational opportunities for the children who are legal district residents and who are of legal age to attend school. The district does not accept non-resident, tuition-paying students.

However, 12th grade students along with their siblings who start their senior year at the district High School, and then move from the district will be permitted to complete the senior year in the district without payment of tuition provided the family has moved after the first quarter of the school year. Under no condition will any non-resident receive this benefit for more than one academic year. 5th grade students who move within the North Shore School District may complete the school year in the elementary school in which they began that school year.

Transportation will not be provided for such non-resident senior students or siblings.

Contract Services

The district may allow outside districts to send special education students to the district's special education programs, upon payment of tuition by the nonresident student's home district, provided space exists and no district student is denied access to an appropriate education. Tuition fees are established consistent with state formulae.

Ref: Education Law §§1709(13); 3202(2)

Adoption date:	June 15, 2006
Reviewed:	April 29, 2010
Approved:	May 6, 2010

NON-RESIDENT STUDENTS REGULATION

Procedures for the Determination of Student Residency

The Superintendent of Schools is the Board of Education's designee to make residency determinations in accordance with the procedures set forth below.

The Superintendent may designate the Attendance Officer to make initial determinations of whether a child is entitled to attend school in the district. Prior to making a determination of entitlement to attend, the Attendance Officer shall afford the child's parent, the person in parental relation to the child or the child, as appropriate, the opportunity to submit information concerning the child's right to attend school in the district.

A final determination of whether a child is entitled to attend school in the district will be made by the Superintendent. The child's parent, the person in parental relation to the child or the child, shall have the opportunity to present said information to the Superintendent personally. Witnesses shall be sworn and both parties have the right to question witnesses and evidence. A tape recording shall be made of the entire review.

The Superintendent's determination may be appealed to the Board by filing a written appeal within 10 calendar days of the date of the Superintendent's determination. The Board's determination may be appealed to the Commissioner of Education in accordance with the procedures set forth in §100.2(y) of the Regulations of the Commissioner.

If the Superintendent determines that a child is not entitled to attend the schools of the district, (s)he shall, within two business days, provide written notice of his/her determination to the child's parent, to the person in parental relation to the child or the child, as appropriate. Such notice shall state:

1. That the child is not entitled to attend the public schools of the district;
2. The basis for the determination that the child is neither a resident of the district nor entitled to attend its schools;
3. The date, if applicable, as of which the child will be excluded from the district's schools;
4. That if the parent, or person in parental relation to the child, or the child, disagrees with the determination, he/she may appeal the Superintendent's determination to the Board of Education in writing, filed within 10 calendar days of the date of the Superintendent's determination. The Board's determination of the appeal shall be based upon the record before the Superintendent.

5. That the Board's determination may be appealed to the Commissioner of Education, in accordance with Education Law §310, within 30 days of the date of the determination, and that the procedure for taking such an appeal may be obtained from the Office of Counsel, New York State Education Department, State Education Building, Albany, NY 12234 at (518) 474-5807.

Adoption date: June 15, 2006

ADMISSION OF FOREIGN STUDENTS

The Board of Education recognizes the cultural enrichment derived from welcoming non-immigrant foreign students into the educational program. Thus, the Board encourages the attendance of non-immigrant foreign students in the district's high school.

Only non-immigrant foreign students who possess a valid J-1 or F-1 visa to study in the United States will be admitted to the district's high school. The Board retains the sole discretion to deny admission to any student not meeting all the requirements set forth in this policy and regulation.

Foreign Exchange Students (J-1 Visa)

The Board encourages district participation in a foreign exchange student program. Foreign exchange students will be admitted to the district high school for a one-year academic program.

1. The district recognizes only those organizations designated as "Exchange Visitor Programs" by the U.S. Department of State, pursuant to federal regulations, as sponsoring organizations for the exchange of students. Any such organization must supply proof of designation prior to recognition.
2. No foreign exchange students subject to this policy and regulation shall be brought into the district by a foreign exchange student program unless he or she has been accepted in writing as a student by the high school Building Principal or a designee.
3. Foreign exchange students will be allowed to attend school and will be provided bus transportation to and from school free of charge. When a foreign exchange student is accepted for admission pursuant to this policy and regulation the letter of acceptance shall include a statement that tuition shall be waived for the student.
4. The district will accept no more than five foreign exchange students per school from any single foreign exchange program.

The Board may terminate the approval of a foreign student program when it would be in the best interests of the district to do so.

Foreign Students with F-1 Visas

No F-1 students will be admitted into grades K-8. F-1 students may be admitted to the high school for one academic year upon the payment of tuition. The amount of tuition charged shall reflect the full, unsubsidized per capita cost of providing educational services to the student.

Immigrant Students

All school-aged immigrant children who have abandoned their residence in a foreign country and established residence in the district will be admitted to the district's schools without payment of tuition.

Cross-ref: 4351, International Travel and Exchange Programs

Ref: 22 CFR Part 62 (Exchange Visitor Program); §62.25 (Secondary School Students)
8 CFR 214.2(j) (Special Requirements for Admission, Extension and Maintenance of Benefits for Exchange Aliens)
Education Law §1709(13)
Matter of Jones, 24 EDR 110 (1984)

Adoption date: June 15, 2006

ASSIGNMENT OF STUDENTS TO CLASSES

The Superintendent of Schools and the professional staff have the responsibility to provide for the annual assignment for all students.

In general, students will be placed at the grade level to which they are best adjusted academically, socially and emotionally. In assigning students to classes, the following criteria shall be considered: age, social and emotional maturity, and achievement in relation to individual ability, in order to assure appropriate assignments.

Transfers in regular attendance at a prior school will usually be placed at the level to which they were previously assigned. However, in addition to prior grade level, the Board of Education may utilize testing to ascertain proper grade level.

In elementary grades, the Building Principal shall determine all grade placements with the assistance of teachers. In secondary grades, grade placements are determined by the guidance counselor in consultation with the Principal and teachers and/or psychologist when necessary.

Ref: Education Law §§1709, 2503(4); 3202

Adoption date: June 15, 2006

STUDENT DISMISSAL PRECAUTIONS

No student may be released from school to anyone other than the parent, guardian or child protective services personnel and law enforcement officers pursuant to law, unless the individual's name seeking release of the student appears on a list provided by the parent or guardian.

Parents are urged to make appointments with physicians, dentists, special tutors, etc., after school hours. If a request is necessary, parents should make note of the date, time and reason for the release. Children cannot be excused without advanced written request by parent/guardian, and must be released in care of parent/guardian, unless otherwise noted.

A student may be released to either parent unless a custodial parent supplies the Superintendent of Schools with a certified copy of a court order or divorce decree to the contrary.

The Superintendent shall develop procedures to enable parents and guardians to amend the list of persons authorized to obtain the release of their children.

Ref: Education Law §3210(1)(c)

Adoption date: June 15, 2006

STUDENT DISMISSAL PRECAUTIONS REGULATION

The Superintendent of Schools or his/her designee shall maintain a list of individuals who are authorized to obtain the release of students in attendance at the school. No student may be released to the custody of any individual not the parent or guardian of the student, unless the individual's name appears upon the list.

Parents or guardians may submit a list of individuals authorized to obtain the release of their children from school at the time of the child's enrollment. The signature of the parent or guardian must be on or attached to such list.

A parent or guardian may amend a list submitted pursuant to this regulation at any time, in writing.

Certified copies of any court orders or divorce decrees provided by the custodial parent, which restrict a parent's ability to seek the release of their child, shall be maintained in the Principal's office, with copies sent to the Superintendent.

If any individual seeks the release from school of a student he or she must report to the school office and present identification deemed satisfactory by the Superintendent or his/her designee, who must check the authorized list and relevant court orders or divorce decrees before a student may be released. Particular caution should be exercised when the person seeking the release of a child exhibits to the school official an out-of-state custody order.

Early excuses for emergency reasons should be requested in writing by a parent/guardian. Medical releases are handled through the Nurse's Office. All other reasons for release must go through the Main Office, and students must be picked up in the Main Office. The person seeking the release must sign the register in the office.

In the event of an emergency, the Superintendent may release a student to some individual not appearing on the approved list only if the parent or guardian has been contacted by the Superintendent and has approved the release, and the Superintendent determines that an emergency exists.

Adoption date: June 15, 2006

Revised: December 10, 2015

CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAMS

As a supplement to the academic program, extra-curricular activities are an integral part of school life. Beyond their immediate purpose, they help make the student part of the school community, and through them, advisers, coaches and teachers can cooperatively foster the student's academic growth.

The district values student participation in publications, exhibitions and performances, clubs and other organizations. It is the policy of the Board of Education to promote a high level of student involvement, to provide as much opportunity as possible and to respond to as many interests as possible, within financial limits.

The Board delegates responsibility to the professional staff, under authority of the Superintendent, for developing such opportunities and for encouraging student participation, consistent with the Mission and applicable Board policies.

A student's academic commitments and the academic program's needs are of first priority. Academic teachers are encouraged to accommodate students' non-academic interests when reasonable and feasible, but in the event of irresolvable conflict between academic and non-academic commitments, the former must take precedence.

Under the authority of the school principal, school organizations may determine requirements for participation. The principal or adviser, if the principal has delegated authority, shall resolve questions about student participation and/or exclusion.

Extra-curricular activities are under the authority and supervision of the school whenever and wherever they occur.

Extra-curricular activities are available to all students without regard to race, color, religion, gender, national origin, or sexual orientation, except that the Schools may field single sex athletic teams, consistent with federal law. Students with disabilities shall be given an equal opportunity to participate in extra-curricular activities and to compete for positions on an equal basis.

The North Shore Schools prohibit secret societies.

Cross-ref: 4320.1, Extra-Curricular Arts Programs
5210, Student Organizations
5205, Eligibility for Extra-Curricular Activities

Ref: Education Law §§1709(3); 2801
8 NYCRR §200.2(b)(1)

Adoption date: June 15, 2006

ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES

The Board of Education has the authority to establish reasonable standards as prerequisites for eligibility for co-curricular and extra-curricular activities. These standards apply to entry qualifications as well as to continued participation in such activities. Advisors/Coaches must disseminate a copy of the expected standards of conduct to all students and parents at the start of each school year, and participating students should be individually informed of the application and scope of such standards.

Eligibility requirements should include academic standards, behavioral standards, and training standards. These standards should be applied equally to all student participants. All student participants, including athletes, should be informed that they have the obligation to act in a responsible manner because of the leadership roles they play in the school environment.

Advisors/Coaches must specify minimum school attendance requirements, and adhere to the minimum grade point average (GPA) set by the building principal, expected for students who wish to participate. All such standards must be reasonable. The relationship between a student's GPA and his/her eligibility must be clearly explained to all student participants.

Behavioral standards must include a ban on consumption/use of alcoholic beverages, drugs and/or tobacco products. These standards also extend to student conduct off school grounds, including student attendance at parties off school grounds where alcohol and/or illegal drugs are present. "Training rules" are generally accepted as a condition of participation in student athletics, and may include attendance at practices, individual training programs, etc.

Although suspension from participation in an extracurricular activity does not require a full hearing pursuant to Section 3214 of the Education Law, a student must be given the opportunity to appear informally before the disciplinarian and/or disciplinary committee, and present his/her side of the story as part of a general discussion of the conduct under review.

Ref: Education Law §§1709(3); 2801
Bush v. Dassel-Cokato Board of Ed., 745 F. Supp. 562 (D. Minn. 1990)
Matter of O'Conner v. Bd. of Ed., 65 Misc.2d 40 (1970)
Matter of Wilson, 28 EDR 254 (1988)
Matter of Keily, 24 EDR 138 (1984)
Matter of Miller, 23 EDR 23 (1983)
Matter of Moore, 22 EDR 180 (1982)
Matter of Clark, 21 EDR 542 (1982)
Matter of Vetter, 20 EDR 547 (1981)

Adoption date: June 15, 2006

ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES REGULATION**Academic Eligibility**

The North Shore Schools value participation in extra-curricular activities. Students grow personally and academically when they are engaged in the life of the institution. North Shore High School therefore encourages every student to participate in arts, athletics, and other school activities.

When a student is in academic jeopardy, the first priority must be to improve the quality of his or her class work. Extracurricular participation is not contingent on academic performance as long as a student demonstrates responsible effort to improve, as determined by standards such as class attendance, consistency of homework and other assignments, and attendance at extra help sessions. A student will be suspended from extra-curricular participation if he or she does not demonstrate responsible effort.

The faculty has established the following procedures to implement these guidelines.

1. A student who is currently failing two or more courses on a progress report or report card may not participate in extra-curricular activities unless a review of his or her performance demonstrates that he or she is making a responsible effort.
2. The review process is as follows:
 - A. The student asks the Assistant Principal for a review and meeting.
 - B. The Assistant Principal convenes a review panel if in his judgment, the student is making a responsible effort to succeed academically as evidenced by factors such as:
 - * An attendance record free of unapproved absences or cuts.
 - * Homework, reports papers submitted on schedule.
 - * Reasonable effort to take advantage of extra-help.
 - * Reasonable cooperation in class.
 - * An emergency of sudden or drastic nature caused a failure (e.g. death in immediate family, parent separation). Only very recent emergencies are considered in this category.
 - C. The review will be conducted within two (2) school days after the student meets with or notifies the Assistant Principal.
 - D. The review panel consists of three members of the faculty/staff and the Assistant Principal.
 - E. While a review is pending, the student will be permitted to participate in extra-curricular activities.

3. An Extra-Curricular Participation Report will monitor student progress in the time between progress report and report card publication.
4. Eligibility will be reviewed every 12 days. A student who is no longer failing two or more subjects will be reinstated.
5. Students who have failed two or more courses at the end of the year will be ineligible at the start of the fall term unless they have reduced the number of failures to less than two through summer school attendance. Since summer school involves a lighter academic load, these students may participate in extra-curricular activities during the summer.

Adoption date: June 15, 2006

Revised: December 10, 2015

ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES GUIDELINES

The North Shore Schools value participation in extra-curricular activities. Students grow personally and academically when they are engaged in the life of the institution. North Shore High School therefore encourages every student to participate in arts, athletics, and other school activities.

While participation is encouraged and valued, academic performance and appropriate, respectful behaviors are key priorities for our students. When a student is in academic jeopardy emphasis must be placed on improving the quality of his or her class work, prompt completion of assignments, and a concerted effort toward improvement. Likewise, when a student is not conducting themselves within the guidelines of the school's Code of Conduct, similar emphasis must be placed on improving the behaviors of each student who find themselves receiving disciplinary consequences at school.

Academic Eligibility Policies

1. A student who is failing two or more courses at the end of a quarter, or who is in danger of failing two or more courses at the midpoint of each quarter, will have their academic record reviewed and will be placed on academic probation for the next five week period. Students can make an appointment to sit down with their guidance counselor to develop a plan for academic recovery. It is the responsibility of the student to make an appointment with their guidance counselor and follow the plan for academic recovery, if one is developed. Participation in extracurricular activities during this time is permitted.
2. At the conclusion of this academic probation period, the academic achievement of the student will be reviewed.

If a student is failing one or no courses at the end of the probationary period, he or she returns to good academic standing.

If a student continues to fail two or more courses, he or she will become ineligible for participation in extracurricular activities for the next five (5) week period. However, students may choose to complete an Extracurricular Participation Report each week of their ineligibility period if they wish to earn participatory privileges for extra-curricular activities. Students must have this form completed and signed by the teachers, of the classes which they are currently failing, every week of their ineligibility period. During the ineligibility period the student will meet weekly with the Principal and/or Assistant Principal to review their progress. The student must bring a completed form to the weekly meeting. On Friday, or the last day of school each week, it will be decided by the Principal and/or Assistant Principal if the student has earned participatory privileges for the following week or if they will remain ineligible to participate in extra-curricular activities. **It is the student's responsibility to have this form filled out by**

their teachers and to make an appointment with the Principal and/or Assistant Principal to review their progress.

Eligibility reviews will only take place on Fridays, or the last day of school for the week. Privileges will be reinstated effective the close of school on the day of the eligibility review meeting. Another meeting must take place on the following Friday, or the last day of school for the week, for eligibility to continue for the following week. This pattern must continue for participatory privileges to remain until the next mid-point or end of the quarter where the overall academic performance will be reviewed.

****Students who become academically ineligible will remain ineligible for at least the first week of their ineligibility period – that is, until the first Friday following the mid-point or end of the quarter when their first review meeting can be scheduled.**

During a period of probation or ineligibility a student may be required to:

- Bring a weekly *Extracurricular Participation Report* to the teachers of the classes he or she is currently failing for an update on progress and effort
- Maintain an attendance record free of unexcused absences
- Complete all homework, projects, and other assignments on time
- Attend all extra help sessions for the classes which they are currently failing
- Cooperate in class
- Fulfill the agreements made in the plan for academic recovery, if one is developed

Disciplinary Policy/Procedures

Any student who receives a disciplinary consequence of a day of In-School Suspension (ISS) or greater on two separate occasions is placed on discipline probation for participation in extra-curricular activities (including school sports teams, clubs and evening events including, but not limited to, Sports Night, Junior Prom and Senior Prom) for the remainder of the school year. Participation in extracurricular activities when a student is on discipline probation is permitted.

If a student does receive a discipline consequence of a day of ISS or greater while on discipline probation, the student becomes ineligible to participate in extra-curricular activities for the next five week period. *There is no Extracurricular Participation Report to earn participatory privileges in extracurricular activities for students who are discipline ineligible.*

If a student who is ineligible does not receive a discipline consequence of a day of ISS or greater during their five week ineligibility period, they return discipline probation status. If a student does receive a consequence of a day of ISS or greater while ineligible, the student's five week ineligibility period starts over from the date of their last day of suspension.

Administration reserves the right to place a student on the ineligibility list for major violations of the Code of Conduct or other egregious acts.

Adopted: December 10, 2015

STUDENT ORGANIZATIONS

The Board of Education recognizes the educational values inherent in student participation in the extracurricular life of the school, and supports the concept of the formation of student groups for such purposes as building sound social relationships, developing interests in an academic area, and gaining an understanding of the elements and responsibilities of good citizenship.

The Superintendent of Schools, with the aid of students, faculty and administration, is charged with developing procedures for registering and regulating student groups or clubs. Such procedures shall ensure that the district will register any group organized for a purpose not prohibited by Board policy or by law, if such group submits a list of its members designated as contacts, a copy of its constitution and/or bylaws, and the constitution and bylaws of any off-campus organization with which it may be affiliated. Student groups may not restrict membership on the basis of race, gender, sexual orientation, national origin or other arbitrary criteria.

Administrative regulations governing the use of school facilities shall abide by the Equal Access Act in the creation of a "limited open forum." All non-curricula related student activities, regardless of religious or political content, shall have the same opportunities as any other such activity to operate on school grounds.

Ref: Education Law §§207; 1709-a; 2503-a; 2554-a
Equal Access Act, 20 U.S.C. §§4071-4074
8 NYCRR Part 172
Board of Education of the Westside Community Schools v. Mergens, 496 U.S. 226 (1990)
Garnett By Smith v. Renton School Dist. No. 403, 865 F.2d 1121 (9th Cir., 1989)
Thompson v. Waynesboro Area School Dist., 673 F.Supp. 1379 (M.D. Pa. 1987)
Student Coalition v. Lower Merion School Dist. Bd., 633 F.Supp. 1040 (E.D. Pa. 1986)
Tinker v. Des Moines Independent Community School Dist., 393 U.S. 503, 89 S.Ct. 733 (1969)
Healy v. James, 408 U.S. 169, 92 S.Ct. 2338 (1972)

Adoption date: June 15, 2006

SCHOOL-SPONSORED STUDENT PUBLICATIONS AND PRODUCTIONS

The Board of Education recognizes school-sponsored student publications and productions as important elements of the instructional program. Students have the constitutional right to express their views in speech, writing, or through any other medium or form, limited only by those restrictions imposed on all citizens generally and those specifically applicable to children and youth in a school setting.

Student publications are a part of the instructional program. The professional staff members, under authority of the Superintendent of Schools, are responsible for instructing and guiding student broadcasters, journalists, photographers, artists and others involved in publication.

Consistent with this determination, the Board reserves the right to exercise pre-publication or pre-production control over all school-sponsored publications and/or productions through administrative staff and faculty. Student expression may be restricted whenever it is determined that such expression is inconsistent with the basic educational mission of the district. Any restriction shall be reasonably related to legitimate educational concerns.

All student publications will comply with rules for responsible journalism. Libelous statements, unfounded charges and accusations, obscenity, false, vulgar or lewd statements, materials advocating prejudice, hatred, violence, breaking the law, school policies and/or regulations, or materials intended to disrupt the educational process, or invade individual privacy are not permitted. Expressions of personal opinion must be clearly identified as such and will bear the name of the author. Publications will provide opportunity to express opinions different from those of the student editors and staff.

Students shall have the right to appeal the exercise of pre-publication or pre-production control by district staff to the Board.

The cost of publication of school publications shall be financed through the sale of advertisements, and by subscription fees paid by students and others. However, the Board of Education may, in its discretion, give financial support to school publications.

The Superintendent of Schools shall be responsible for developing regulations to implement this policy. The regulations shall:

- Identify district staff responsible for student publications and productions
- Establish procedures for pre-publication and/or pre-production review; and

- Specify procedures for appeal by students to the Board with provisions for prompt decisions to be made at each level.

Ref: *Hazelwood School District v. Kuhlmeir*, 484 U.S. 260 (1988) (limits on student free speech rights in school-sponsored student publications)
Tinker v. Des Moines Independent Community School Dist., 393 U.S. 503 (1969) (limits on student free speech rights in school setting)

Adoption date: June 15, 2006

SCHOOL-SPONSORED STUDENT PUBLICATIONS AND PRODUCTIONS REGULATION

The secondary school newspaper shall be published regularly throughout the school year under the direction of a student staff and with the help of a faculty advisor(s). The major editors are selected by experienced staff and the advisor. The newspaper contains editorial features, interviews, columns, sports, and other items. A general call for participants goes out in September.

The secondary school yearbook is a pictorial account of the year, covering most phases of school activity - varsity sports, clubs, dramatic groups, publications staffs, the underclassmen, and faculty. A special section of the yearbook is devoted to the graduating class with individual photographs and achievements. Yearbooks are available on or after Moving-Up-Day.

The secondary school literary magazine publishes each spring and consists of poems, essays, stories and art work by North Shore students. Any student may submit material to the literary magazine.

The secondary school theater arts program stages productions during the year, some with student direction. Students interested in any phase of the theater and able to devote considerable time to that interest are welcomed to membership.

Rules for participation are outlined in policy and regulation, 5205, Eligibility for Extra-Curricular Activities.

Adoption date: June 15, 2006

Revised: December 10, 2015

PUBLIC PERFORMANCES BY STUDENTS

From time to time, students and student groups may under the auspices of the schools participate in certain civic activities (parades, performances, etc.) which are not directly sponsored by the schools. The Board of Education allows such participation provided that:

1. The activities are consistent with educational goals of the district;
2. The events are free from appeals and pressures that might harm the participants;
3. No student is excluded because of ethnicity, race, color, sex, religion, creed, or country of origin; and
4. The events are appropriate to the age group.

Where admission fees are charged, students may participate only if the proceeds are used for charitable, educational, or civic purposes. Payment for performances may be accepted by the school to defray costs, but not by individual students. Costs directly related to performances, the supervision of the students, and liability protection for the participants will be the responsibility of the school district.

Approval for all public performances will be given by the Building Principal under the supervision of the Superintendent of Schools.

Adoption date: June 15, 2006

FUND-RAISING ACTIVITIES

Raising Funds for Charitable (Private) Organizations

Direct solicitation of funds for private or charitable organizations from children in the public schools shall not be permitted on school property during school hours. Generally, activities involving the direct solicitation of funds for charitable organizations are permissible on school grounds, during non-school hours provided students are not involved, and that such activities are otherwise consistent with New York statutes governing gambling. The intent of this rule (Regents Rule 19.6) is to guarantee public school children a learning environment free from the pressure of peers or adults to make charitable donations to selected organizations.

It is not the intent to prohibit indirect forms of charitable solicitation on school premises that do not involve coercion, such as placing a bin or collection box in the hallway or other common area for the donation of food, clothing, or money. In these instances, the collection activity is passive, and no pressure is exerted upon students to participate.

Raising Funds to Benefit a School-Sponsored Activity, the Schools or Any Part Thereof, or Any Scholarship or Similar Fund

Sale by Students

The sale by students of goods, services and tickets to entertainments and similar programs, the net proceeds from which are to be used to benefit a school-sponsored activity, the schools or any part thereof, or any scholarship or similar fund, may be permitted both to students in the schools and to members of the community, if approved by the Superintendent of Schools. No house-to-house sales by students enrolled in the North Shore Schools shall be permitted.

Sale to Students

The sale to students in the schools of goods, services and tickets to entertainments and similar programs, the net proceeds from which are to be used to benefit a school-sponsored activity, the schools or any part thereof, or any scholarship or similar fund, may be permitted if approved by the Superintendent of Schools. Employees shall not be expected to sell such goods, services or tickets, nor to handle the money collected from it.

Solicitation from Students

The direct solicitation of monies as contributions from students in and through the schools is prohibited

Solicitation by Students

The direct solicitation by students of monies as contributions from community members in and through the school is prohibited.

Prohibition on Bake Sales During the School Day as per Federal nutrition guidelines.

Cross-ref: 1220, Relations with Community Organizations

Ref: NYS Constitution, Article 8 §1
Education Law §414
8 NYCRR §§19.6; 172.1 et seq.
Appeal of Ponte, 38 EDR 280 (1998)
Guidelines Relating to Solicitation of Charitable Donations from School Children, SED,
January 1994

Adoption date: June 15, 2006

Revised: December 10, 2015

STUDENT ACTIVITIES FUNDS MANAGEMENT

The Board of Education shall have the responsibility for the protection and supervision of the financial affairs of student clubs and extracurricular activities. The Principal of each school concerned will appoint a competent or qualified faculty advisor for each club or organization. An audit of all accounts will be made annually by the school auditor.

The system of managing student funds shall be designed to provide the best possible educational experience for students while assuring the safety of all moneys received and disbursed. Students shall not be exposed to unreasonable responsibility or routine work in the administration of these funds.

The Superintendent, through his or her designees, the Assistant Superintendent for Business and Personnel and the school principals, is charged with the responsibility of ensuring these funds are administered consistent with statute and the principles of good financial practice.

Cross-ref: 6600, Fiscal Accounting and Reporting

Ref: Education Law §§1720; 1724
8 NYCRR Part 172

Adoption date: June 15, 2006

STUDENT ACTIVITIES FUNDS MANAGEMENT REGULATION

All clubs or school-connected organizations' finances are under the direct control of the sponsor through the Principal's office. Clubs or other activities must make arrangements to see that all monies collected or raised through the sale of tickets, articles or materials are deposited with the school activity treasurer. Approval for all fundraising activities must be requested in advance with proper signatures, using the form supplied by the district.

Under no circumstances are students or sponsors excused from this regulation.

Definition – Extracurricular activity funds are funds raised other than by taxation or through charges of a board, for, by or in the name of a school, student body, or any subdivision thereof.

Financial Procedures – All extracurricular activity funds shall be handled in accordance with financial procedures illustrated by *The Safeguarding, Accounting, and Auditing of Extra-classroom Activity Funds* (Financial Pamphlet 2), published by the New York State Education Department.

Duties and Responsibilities of Individuals

I. Central Treasurer (Secretary)

General:

1. Has custody of all funds.
2. Promptly deposits all money.
3. Secures and verifies bank statements.
4. Submits a report each month and summary report at the end of the school year.

Receipts:

1. Issues receipt in duplicate when money is received, one copy to go to depositor and one copy kept on file.
2. Enters the receipt on appropriate record keeping forms.
3. Copy of bank deposits slip filed.

Expenditures:

1. Draws pre-numbered checks and signs them when presented with disbursement order properly signed by activity treasurer and faculty advisor of activity.
2. Enters expenditures on appropriate record keeping forms.
3. Files cancelled check with bills attached.

II. Activity Faculty Advisor (Teacher)

General:

1. Guides and advises activity.
2. Determines and certifies available balance.

Receipts:

1. Checks all money received.

Expenditures:

1. Approves purchases and signs pay orders.

III. Activity Treasurer (Student)

Receipts:

1. Issues receipt in duplicate, one copy kept on file with him/her.
2. Enters amount of receipt in activity treasurer's record keeping book.
3. Prepares deposit for central treasurer, who issues a duplicate receipt, one copy of which is kept on file with the activity treasurer.

Expenditures

1. Issues pay orders to central treasurer after carefully checking bills. Pay order is signed by him/herself and faculty advisor.
2. Enters amount on appropriate form in activity treasurer's record book.

IV. District Auditor

General:

1. Audits all accounts each year.
2. Verifies accuracy of central treasurer's reports.

Remaining Balances – Remaining balances of discontinued extracurricular activities and of graduating classes shall automatically revert to the account of the general student organization and shall be expended in accordance with the organization's constitution.

Adoption date: June 15, 2006

Reviewed: November 13, 2009

Revised: December 3, 2009

STUDENT CONTESTS

The Board of Education recognizes the mutual benefit of allowing student participation in contests which encourage both competition and creative expression. However, the District's primary function is to provide education for its students. Participation in any contest must be consistent with this purpose.

Criteria for Selection of Educationally Desirable Contests

1. Secondary students may participate only in those national contests which are on the then current approved list published annually by the National Committee on Student Contests and Activities of the National Association of Secondary School Principals.
2. All contests and activities should:
 - a. supplement and not interfere with the regular school program.
 - b. benefit the student's educational, civil, social or ethical development.
 - c. emphasize high moral standards, good citizenship, and intellectual competence. They should not be commercial, sectarian or concerned with propaganda. Activity sponsors should be creditable enterprises and must not use the contest or activity as a "front" for advertising or selling a company name or product.
 - d. place no undue burden on students, teachers, or the school, nor require frequent or lengthy absence of participants from the school.

Participation shall not be allowed in any contest which excludes any student because of race, color, gender, sexual orientation, creed, or payment of entry fee.

The Superintendent will institute rules and regulations to implement this policy.

Adoption date: June 15, 2006

STUDENT CONTESTS REGULATION

1. No contest of a district-wide nature shall be conducted during the school year which has not been approved by the Superintendent of Schools.
2. No contest shall be allowed before October 1 or after May 1, unless a national contest requires participation at a definite time.
3. The deadline for accepting applications for considerations of contests for the ensuing school year shall be September 1.
4. No organization shall be allowed to sponsor more than one type of contest per school year.

Adoption date: June 15, 2006

INTERSCHOLASTIC ATHLETICS

Interscholastic athletics, a valued part of a North Shore education, offer a broadening experience through which students learn character, competence, civility and citizenship. The lasting value of athletics lies in the habit of physical exertion, the love of sport, the opportunity to learn about self and to participate in teamwork with others. These goals are attained when our athletic program functions under educationally oriented coaches, is properly administered, and viewed as a means to an end and not an end in itself.

Varsity play is the culmination of competition in a given sport. Junior varsity competition is intended for those with potential to be varsity performers and those whose skills are not yet of varsity competence. The goal of athletics at the middle school level is to provide an opportunity for students who wish to play. However, seventh and eighth grade students who are able to play at the senior high school level shall be considered for participation under the Athletic Placement Policy guidelines as outlined in regulation 5280-R.

Student eligibility for participation on interscholastic teams shall include authorization by the school physician; and written parent or guardian consent.

In recruiting, selecting and retaining coaches, the Athletic Director shall seek individuals who model integrity, decency, respect and intelligence. Coaches should have a demonstrated interest and competence in the sport(s) they are coaching as well as the ability to inspire young people. They should possess the capacity or potential to be superior teachers and to build effective teams and programs. Students participating in interscholastic athletics will be committed to meeting the defined expectations of team membership.

A well coordinated program of athletics is vital to student learning. The board encourages parents to share in their child's education by attending games and modeling positive, constructive support. Further information regarding expectations, protocol for dealing with concerns and problems, and athletic department philosophies and procedures are available in the North Shore Schools *Interscholastic Guide for Parents and Athletes*.

Competitiveness is an essential element of sport. A thriving interscholastic athletic program, naturally attentive to wins and losses, points with pride to the qualities of character, competence, civility and citizenship demonstrated by its student athletes.

Cross-ref: 5205, Eligibility for Extra-curricular Activities

Adoption date: June 15, 2006

Revised: December 10, 2015

INTERSCHOLASTIC ATHLETICS REGULATION

ATHLETIC PLACEMENT POLICY

This regulation applies to seventh and eighth grade students who are able to play interscholastic athletics at the high school level. This regulation does not apply to elementary school students that may play for the middle school intramural teams.

The student must meet the following criteria:

- a. be at an academically satisfactory level (no failures and at least a C average on the student's most recent report card).
- b. maintain grades that are in accordance with the high school academic eligibility policy.

All students will follow the Athletic Placement Policy as outlined by State regulations:

- a. Obtain a parent permission form. A copy of this regulation will accompany the form.
- b. Pass all components of the athletic placement policy, no waivers will be permitted.
- c. Attend a three day tryout for the high school team.

The students and the parents will be interviewed by the district or middle school athletic director to determine the motives and readiness.

The district director will meet with the middle school athletic director, middle school coach of that sport and/or the receiving high school coach to evaluate the skill level of the student athlete.

The final recommendation will be made by the district athletic director.

Adoption date: June 15, 2006

Revised: December 10, 2015

CONCUSSION MANAGEMENT

In the School District, students participate in interscholastic sports, intramural sports and physical education classes. Although the Board of Education of the School District takes reasonable care to prevent student injuries, the Board of Education of the School District recognizes that concussions and head injuries are the most commonly reported injuries in children and adolescents who participate in interscholastic athletic activity, physical education class, extracurricular or school-sponsored activity. Therefore, the District adopts the following policy and guidelines to assist in the proper evaluation and management of head injuries. Concussion is a mild traumatic brain injury. Concussion occurs when normal brain functioning is disrupted by a blow or jolt to the head. Recovery from concussion will vary. Avoiding re-injury and over-exertion until fully recovered are the cornerstones of proper concussion management. The District will establish a Concussion Management Team (CMT). The CMT will consist of the Athletic Director, school nurse, the school physician, a coach of an interscholastic team, an athletic trainer or such other appropriate personnel as designated by the School District. The District's CMT will oversee the implementation of the Concussion Management and Awareness Act in the School District, including but not limited to: coordination of mandatory biennial training relating to concussions, for all coaches, physical education teachers, nurses and athletic trainers that work with, and provide instruction to, students engaged in school sponsored athletic activities. Training will include, but not be limited to: the definition of a concussion, signs and symptoms of concussions and how they may occur, post -concussion and second impact syndromes, practices regarding prevention, guidelines for return to activity, school protocols, and available area resources for concussion management and treatment. The CMT shall establish and implement a program which provides information on concussions to parents and guardians throughout each school year.

Any student believed to have sustained a concussion or who is demonstrating signs, symptoms or behaviors consistent with a concussion, while participating in a school sponsored class, extracurricular activity, or interscholastic athletic activity shall be immediately removed from the game or activity and be evaluated as soon as possible by an appropriate health care professional. The District will take steps to notify the student's parents or guardians and recommend appropriate monitoring to parents or guardians. The CMT will act as a liaison for any student returning to school and/or athletic activity following a concussion. If there is any doubt whether a student has sustained a head injury, the injury will be treated as a concussion until proven otherwise. If a student sustains a concussion at a time other than when engaged in a school sponsored activity, the District expects that the student's parent/guardian will report the condition to the school nurse so that the District can support proper management of the condition.

No student shall return to school or activity while experiencing symptoms consistent with those of a head injury. No student shall resume athletic activity until he/she has been symptom free for not less than twenty-four (24) hours. The student shall not return to school sponsored or interscholastic activity until evaluation by, and receipt of a written and signed authorization from, a licensed physician. Regardless of such evaluation, the school's chief medical officer will

make the final decision on return to school or interscholastic activity, including physical education class and after-school sports. Any student who continues to have signs or symptoms upon return to activity must be immediately removed from play and reevaluated by his/her health care provider. Once the student is symptom free for twenty-four (24) hours thereafter, the student will be required to present a physician's authorization stating that he/she has been cleared to resume activities. The school's chief medical officer shall review the new documentation provided by the student in order to determine if it is safe for the student to return to his/her regular school activities.

Depending on the severity of the head injury and the individual circumstances of the student, appropriate modifications may be made to the student's participation in school in an effort to reduce the risk of re-injury and promote recovery. Collaboration will help ensure the development of an appropriate concussion management plan for the student. Parents and/or students are expected to accurately and promptly report injuries so that the student's health can be protected.

The School District shall make information available on its website regarding concussion and the guidelines for return to school and school activities once a concussion has been sustained by a student. The School District shall also include such information in any parent/guardian permission form or consent form required for a student's participation in interscholastic sports. The CMT shall develop school protocol for concussion management for the School District. Such protocol shall be developed and implemented in accordance with applicable law and this policy.

Reference: N.Y. Education Law § 305

Resource Materials: *NYS PHSAA Concussion Management Support Materials and Guidelines*
<http://www.nysphsaa.org/safety/>

Adopted: October 11, 2012

CODE OF CONDUCT

Table of Contents

- I. Introduction
- II. Definitions
- III. Student Rights and Responsibilities
- IV. Essential Partners
- V. Student Dress Code
- VI. Prohibited Student Conduct
- VII. Reporting Violations
- VIII. Disciplinary Penalties, Procedures and Referrals
- IX. Alternative Instruction
- X. Discipline of Students with Disabilities
- XI. Use of Reasonable Force/Corporal Punishment
- XII. Student Searches and Interrogations
- XIII. Visitors to the Schools
- XIV. Public Conduct on School Property
- XV. Dissemination and Review

I. Introduction

The Board of Education is committed to providing a safe, supportive 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 in accordance with the laws of New York State. The board recognizes the need to clearly define these expectations for acceptable conduct on school property, and at school related events, to 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.

II. Definitions

For purposes of this Code of Conduct, the following definitions apply:

“Controlled substance” means a drug or other substance identified in New York Public Health Law §3306 or certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

“Cyberbullying” means harassment or bullying as defined above, where such harassment and bullying occurs through any form of electronic communication.

“Disability” means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held.

“Discrimination” shall mean treatment or consideration of, or making a distinction in favor of or against, a person based on, but not limited to, their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex.

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

“Employee” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title 9(B) of Article five of the Social Services Law, and consistent with the provisions of such Title for the provision of services to the district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

“Gender” shall mean actual or perceived sex and shall include a person’s gender identity or expression.

“Harassment” and “Bullying” means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying include, but are not limited to, those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. For purposes of this definition the term “threats, intimidation or abuse” includes verbal and non-verbal actions.

“Illegal drugs” means a controlled substance or marijuana except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

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

“School bus” means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.

“School function” means any school-sponsored extra-curricular event, trip or activity, before, during or after school, conducted on or off school property, including activities and events sponsored by the school parent organizations.

“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, including administrative buildings, or in or on a school bus as defined in §142 of the Vehicle and Traffic Law.

“Sexual orientation” shall mean actual or perceived heterosexuality, homosexuality or bisexuality.

“Student” means an elementary or secondary student under 21 years of age.

“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 self or another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, 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 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 weapon such as but not limited to a gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, 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 or possessed with the intent to use the same unlawfully against another.

III. Student Rights and Responsibilities

A. Student Rights

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

1. Learn in an environment free from interruption, harassment, bullying, discrimination, intimidation and fear.
2. Take part in all district activities on an equal basis regardless of their actual or perceived race, color, weight, national origins, ethnic groups, religion, religious practices, disability, sexual orientation, gender, or sex..
3. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
4. Access school policies, regulations and rules and, when necessary, receive an explanation of those policies, regulations and rules from school personnel.
5. Report concerns or violations of their own civil and other rights or the civil and other rights of others.
6. Proceed in a safe, supportive and orderly school atmosphere without the fear of threat to their well-being.

B. Student Responsibilities

All district students have the responsibility to:

1. Maintain a climate of mutual respect and dignity, free of harassment, bullying, discrimination, and retaliation, that will strengthen students' self-concept and promote confidence to learn, and provide fair and consistent consequences.
2. Promote a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property.
3. Promote high standards of character, competence, civility and citizenship.
4. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
5. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
6. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
7. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
8. Work to develop mechanisms to control their anger.
9. Ask questions when they do not understand.
10. Seek help in solving problems that might lead to discipline.

11. Dress appropriately for school and school functions.
12. Accept responsibility for their actions.
13. Conduct themselves as representatives of the district when participating in or attending school-sponsored events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

IV. Essential Partners

A. Parents

All parents are expected to:

1. Maintain a climate of mutual respect and dignity, free of harassment, bullying, discrimination, and retaliation, that will strengthen students' self-concept and promote confidence to learn, and provide fair and consistent consequences.
2. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the district to optimize their child's educational opportunities..
3. Send their children to school ready to participate and learn.
4. Ensure their children attend school regularly and on time.
5. Ensure absences are excused (see policy 5100).
6. Insist their children be dressed and groomed in a manner consistent with the student dress code.
7. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, supportive and orderly environment.
8. Know school rules and help their children understand them so that their children can help create a safe, supportive and orderly school environment.
9. Convey to their children a supportive attitude toward education and the district.
10. Build good relationships with teachers, other parents and their children's friends.
11. Help their children deal effectively with peer pressure.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.
14. Conduct themselves as representatives of the district when participating in or attending school-sponsored events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
15. Bring any concerns of bullying, harassment or discrimination to the attention of the appropriate school official.

B. District Employees

All district employees are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice,

disability, sexual orientation, gender, or sex., which will strengthen students' self-concept and promote confidence to learn, and provide fair and consistent consequences.

2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan.
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Dress in a professional manner that is not distracting to the learning process.
8. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
9. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
10. Regularly review with students their educational progress and career plans.
11. Articulate special needs and circumstances of individual student.
12. Encourage students to benefit from the curriculum and extracurricular programs.
13. Conduct themselves as representatives of the district when participating in or attending school-sponsored events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
14. Take part in training to raise awareness and sensitivity of school employees to potential discrimination, bullying or harassment.
15. Promote a safe, supportive, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
16. Provide an atmosphere where no bullying, discrimination or harassment will be tolerated.
17. Address issues of discrimination, bullying and harassment, or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function or which create a hostile environment.
18. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
19. Promptly make an oral report of incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to their attention to the school official designated to receive complaints not later than one school day after witnessing the incident or the incident being brought to their attention and file a written report with the designated school official not later than two days after making the oral report.

C. Administrators

1. Maintain a climate of mutual respect and dignity, free of harassment, bullying, discrimination, and retaliation that will strengthen students' self-concept and promote confidence to learn, and provide fair and consistent consequences.
2. Promote a safe, supportive, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex .
3. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
4. Follow guidelines related to the development of nondiscriminatory instructional and counseling methods.
5. Assign one staff member at every school to be thoroughly trained to handle human relations in the areas of race, color, weight, national origins, ethnic groups, religions, religious practices, disability, sexual orientation, gender, or sex,.
6. Participate in school-wide efforts to provide adequate supervision in all school spaces.
7. Provide an atmosphere where no bullying, discrimination or harassment will be tolerated.
8. Address issues of bullying, harassment and discrimination, or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function or which create a hostile environment.
9. Address personal biases that may prevent equal treatment of all students.
10. Promptly make an oral report of incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to their attention to the school official designated to receive complaints not later than one school day after witnessing the incident or the incident being brought to their attention and file a written report with the designated school official not later than two days after making the oral report.

D. Superintendent

1. Maintain a climate of mutual respect and dignity, free of harassment, bullying, discrimination, and retaliation, that will strengthen students' self-concept and promote confidence to learn, and provide fair and consistent consequences.
2. Promote a safe, supportive, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
3. Review with district administrators the policies of the board of education and state and federal laws relating to school operations and management.
4. Inform the board about educational trends relating to student discipline.
5. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
6. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
7. Provide an atmosphere where no bullying, discrimination or harassment will be tolerated.

8. Address issues of bullying, harassment and discrimination, or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function or which create a hostile environment.
9. Address personal biases that may prevent equal treatment of all students.
10. If not the school official designated to receive complaints, the Superintendent shall promptly make an oral report of incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to the Superintendent's attention. The report to the school official designated to receive complaints shall be made not later than one school day after the Superintendent witnesses the incident or the incident is brought to the attention of the Superintendent. The Superintendent shall file a written report with the designated school official not later than two days after making the oral report.

E. Board of Education

1. Maintain a climate of mutual respect and dignity, free of harassment, bullying, discrimination, and retaliation, that will strengthen students' self-concept and promote confidence to learn, and provide fair and consistent consequences.
2. Promote a safe, supportive, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
3. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
4. Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
5. Lead by example by conducting board meetings in a professional, respectful, courteous manner.
6. Develop policies intended to create a school environment that is free from discrimination, bullying or harassment.
7. Develop guidelines for school training programs to discourage discrimination, bullying or harassment that are designed to:
 - Raise awareness and sensitivity of school employees to potential discrimination, bullying or harassment
 - Enable employees to prevent and respond to discrimination, bullying or harassment.
8. Develop guidelines relating to the development of non-discriminatory instructional and counseling methods and require that at least one staff member be trained to handle human relations. Address issues of harassment, bullying and discrimination or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function or which create a hostile environment.
9. Address personal biases that may prevent equal treatment of all students and staff.

10. Promptly make an oral report of incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to their attention to the school official designated to receive complaints not later than one school day after witnessing the incident or the incident being brought to their attention and file a written report with the designated school official not later than two days after making the oral report.

F. The Dignity Act Coordinator(s)

1. Promote a safe, supportive, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
2. Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
3. Be responsible for monitoring and reporting on the effectiveness of the district's policy against bullying, harassment and discrimination created in accordance with the Dignity for All Student's Act.
4. Address issues of harassment, bullying and discrimination or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function or which create a hostile environment.
5. Address personal biases that may prevent equal treatment of all students and staff.
6. If not the school official designated to receive complaints, the Dignity Act Coordinator shall promptly make an oral report of incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to the Dignity Act Coordinator's attention. The report to the school official designated to receive complaints shall be made not later than one school day after the Dignity Act Coordinator witnesses the incident or the incident is brought to the attention of the Dignity Act Coordinator. The Dignity Act Coordinator shall file a written report with the designated school official not later than two days after making the oral report.

V. Dress Code

1. All students and employees 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.
2. All other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.
3. Dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:
 - a. Be safe, appropriate and not disrupt or interfere with the educational process for them or for others.
 - b. Recognize that extremely distracting garments are not appropriate.

- c. Ensure that undergarments are completely covered with outer clothing.
 - d. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
 - e. Not include items that are vulgar, obscene, libelous or denigrate others on account of actual or perceived race, color, weight, national origins, ethnic group, , religion, religious practice, disability sexual orientation, gender, or sex .
 - f. Not promote and/or endorse the use or misuse of alcohol, tobacco, or substances (controlled, illegal, unauthorized) and/or encourage other illegal or violent activities.
4. Each building principal or his or her designee shall be responsible for informing all students and their parents, as well as all employees of the dress code particular to their building at the beginning of the school year and any revisions to the dress code made during the school year. The schools will define age appropriate specific dress. School handbooks will contain additional guidelines. Individuals who violate the 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.

VI. Prohibited Student Conduct

The board of education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment. The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline. The board recognizes the need to make its expectations for student conduct while on district property or engaged in a school-related function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the consequences for their conduct. All violations apply to student behavior in school, on school property, on school buses and at school-sponsored functions.

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. Purposely invading the personal space of others.
5. Obstructing vehicular or pedestrian traffic.

6. Engaging in any willful act which disrupts the normal operation of the school community [including lateness].
7. 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 or his or her designee.
8. Misuse of computer/electronic communications/personal devices, including, but not limited to, any unauthorized use of PDA's, cell phones, iPads, iPods, cameras, portable video games, computers, software, or internet/intranet account; accessing inappropriate web-sites; any computer/electronic/personal device communication from a non-school site that could pose disruption to the school community; or any other violation of the district's acceptable use policies.

B. Engage in conduct that is insubordinate or disruptive

Examples of such insubordinate behaviors 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. Missing a class or leaving school without permission.
3. Failing to report to detention.

C. Engage or threaten to 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, pushing and scratching) upon a teacher, administrator or other school employee, or attempting or threatening to do so.
2. Committing an act of violence (such as hitting, kicking, punching, pushing and scratching) upon another student or any other person lawfully on school property or attempting or threatening 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. Threatening or displaying a weapon or what appears to be a weapon.
5. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person on school property, including graffiti or arson.
6. Threatening or intentionally damaging or destroying school district property, including electronic media.

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

Examples of such conduct include:

1. Lying to school personnel.
2. Spitting or biting

3. 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.
4. Distributing material or otherwise defaming 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.
5. Acting in ways that are discriminatory, harassing and/or bullying based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex.
6. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
7. Distributing, posting, selling, using or possessing obscene material.
8. Using vulgar, abusive, harassing or discriminatory language, cursing or swearing.
9. Smoking a cigarette, electronic cigarette, cigar, pipe or using chewing or smokeless tobacco.
10. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, paraphernalia for the use of such illegal substances or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, synthetic cannabinoids (synthetic marijuana), marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, substances commonly referred to as "designed drugs" and any unauthorized substances.
11. Inappropriately using or sharing prescription and over-the-counter drugs.
12. Gambling.
13. Indecent exposure.
14. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
15. Harassment, bullying or discrimination as defined in the "Definitions" section of this Policy.
16. Subjecting other students, school personnel or any person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
17. Sexual harassment is prohibited by law. Unwelcome sexual advances, request for sexual favors, or other written, oral or physical conduct of a sexual nature may constitute sexual harassment. Complaints regarding sexual harassment may be made directly to the district's Title IX coordinator.
18. Intimidation and/or threatening, which includes engaging in actions or statements that put an individual in fear of bodily harm.

E. 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, fighting, vandalism, throwing items out of a window, or other conduct in violation of this code of conduct will not be tolerated.

F. 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, encouraging or coercing another student in any of the above actions.
6. Inappropriate use of electronic devices.

G. Engaging in off-campus misconduct that interferes with, or that creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the misconduct might reach school property. Examples of such misconduct include, but are not limited to:

1. Cyberbullying as defined in the “Definitions” section of this code of conduct.
2. Threatening or harassing students or school personnel over the phone or other electronic medium.

VII. Reporting Violations

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the building principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function must report this information immediately to a teacher, the building principal, the principal’s designee or the superintendent.

District staff 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. All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner.

Any person having reasonable cause to suspect that a student has been subjected to discrimination, bullying or harassment by an employee or student, on school grounds or at a school function, who, acting reasonably and in good faith, either reports such information to school officials, to the commissioner, or to law enforcement authorities or otherwise initiates, testifies, participates or assists in any formal or informal proceedings under this Policy, shall have immunity from any civil liability that may arise from the making of such report or from initiating, testifying, participating or assisting in such formal or informal proceedings, and no school district or employee shall take, request or cause a retaliatory action against any such person who, acting reasonably and in good faith, either makes such a report or initiates, testifies, participates or assists in such formal or informal proceedings.

Any weapon, alcohol, or substance (controlled, illegal or unauthorized) found shall be confiscated immediately. If possible, this will be followed by immediate notification to the

parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution. The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school immediately. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime. Notification may be made by telephone, in which case a follow-up letter must be mailed.

Reporting Incidents of Discrimination, Harassment and Bullying

Students who have been bullied, harassed and/or discriminated against, parents whose children have been bullied, harassed and/or discriminated against, or other students, parents or staff who observe bullying, harassing and/or discriminating behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel.

Staff members must promptly make an oral report of all complaints of bullying, harassment, and discrimination that they receive from students or others, whether oral or written, as well as any instances of bullying, harassment or discrimination that they are aware of, to the [**Principal of the school where the incident occurred**] not later than one school day after receipt of a report or witnessing an incident and shall file a written report with the [**Principal of the school where the incident occurred**] not later than two school days after making the oral report.

Reports of bullying, harassment and discrimination will be promptly investigated in accordance with District policies and procedures.

Dignity Act Coordinator Contact Information

The name and contact information for each school building's Dignity Act Coordinator is provided below:

High School – Kevin Kurrus	516-277-7002
Middle School – Rachel Green	516-277-7302
Glen Head School – Dayna Greenberg	516-277-7718
Glenwood Landing School – Bridget Finder	516-277-7601
Sea Cliff School – Chris Zublionis	516-277-7501

This information shall also be posted on the district's website and included in the plain language summaries of the code of conduct provided to parents and students and shall be further disseminated in accordance with law and regulations.

VIII. Disciplinary Penalties, Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a fair and impartial way. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline. Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel shall keep in mind:

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability, unless the discipline is consistent with the student's individualized education plan (IEP) and applicable law.

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, consistent with the student's right to due process. This is not intended to be a progressive list. Certain offenses will warrant action that is appropriate and consistent with the severity of the offense.

1. Oral warning
2. Written warning
3. Written notification to parent
4. Detention
5. Suspension from transportation
6. Suspension from athletic participation or social or extracurricular activities
7. Suspension of other privileges
8. In-school suspension
9. Removal from classroom by teacher
10. Short-term (five days or less) suspension from school
11. Long-term (more than five days) suspension from school [by superintendent or board of education]
12. Permanent suspension from school [by superintendent or board of education]
13. Any other appropriate disciplinary action.

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 [or designees] and the superintendent may use detention or revocation of privileges during the school day or outside of school hours 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 building principal's attention by completing the bus incident form. Students who become a serious disciplinary problem may have their riding privileges suspended by the building 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. 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 building principal or the principal's designee to discuss the conduct and the penalty involved.

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

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

4. In-school suspension

The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building 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.” 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 to the principal's office for the remainder of the class time only; or (3) 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 three 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 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 provided that if such 24 hour period does not end on a school day, it shall be extended to the corresponding time on the next school day.

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, provided that if such 24 hour period does not end on a school day, it shall be extended to the corresponding time on the next school day, the principal or another district administrator designated by the principal must notify the student's parents, 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, provided that if such 24 hour period does not end on a school day, it shall be extended to the corresponding time on the next school day, 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 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, provided that if such 48 hour period does not end on a school day, it shall be extended to the corresponding time on the next school day. 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, or not a violation of 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 or 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, provided that if such 48 hour period does not end on a school day, it shall be extended to the corresponding time on the next school day, if an informal conference is requested. 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 or 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 building 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 (5 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 of the misconduct. 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.

Notice shall provide a description of the charges against the student and the incident for which the suspension has been 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.

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 informal 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 five business days. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent's decision, they must file a written appeal to the board of education with the district clerk within 10 business days of the date of the superintendents' decision. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

b. Long-term (more than 5 days) suspension from school

When the superintendent or building principal 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. Notice and a hearing must be completed prior to imposition of the suspension. 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 that 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 10 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the Commissioner 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.

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 or possessing a weapon on 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 only in accordance with the requirements of state and federal law.

2. Students who are repeatedly substantially disruptive of the educational process, interferes with the teacher's authority over the classroom, or who commit violent acts other than bringing a weapon to or possessing a weapon at school.

Any student, other than a student with a disability, who has engaged in these behaviors shall be subject to suspension from school for at least two school days. The student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension.

D. Disciplinary and Remedial Consequences for Bullying, Harassment and Discrimination

The district supports the development of measured, balanced and age-appropriate responses to the bullying, harassment and/or discrimination of students by students on school property, including school functions, with remedies and procedures focusing prevention, intervention, education and discipline. Remedies will be measured, balanced, progressive and age-appropriate and will take into consideration the nature and severity of the offending student's behavior, the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the offending student's behaviors had on the individual who was physically injured or emotionally harmed. Responses will be reasonably calculated to end the harassment, bullying and/or discrimination, prevent recurrence, and eliminate the hostile environment. Successful intervention may involve remediation.

Remedial responses to bullying, harassment and/or discrimination include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target of the act. Appropriate remedial measures **may** include, but are not limited to:

- Restitution and restoration
- Peer support groups
- Corrective instruction or other relevant learning or service experience
- Changes in class schedule
- Supportive intervention
- Behavioral assessment or evaluation
- Behavioral management plans with benchmarks that are closely monitored
- Student counseling; or
- Parent conferences.

Beyond these individual-focused remedial responses, school-wide or environmental remediation can be an important tool to prevent bullying, harassment and/or discrimination. Environmental remediation may include, but is not limited to:

- Supervisory systems which empower school staff with prevention and intervention tools to address incidents of bullying, harassment and/or discrimination;
- School and community surveys or other strategies for determining the conditions contributing to the relevant behavior
- Modification of schedules
- Adjustment in hallway traffic and other student routes of travel
- Targeted use of monitors
- Staff professional development
- Parent education seminars/workshops
- Peer support groups

If appropriate, disciplinary action will be taken by the administration in accordance with this policy, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

Staff is expected, when aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy.

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

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

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

IX. Alternative Instruction

When a teacher removes a student of any age from class 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.

X. Discipline of Students with Disabilities

The board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities are entitled to certain procedural protections whenever school authorities intend to impose discipline upon them. The board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state laws and regulations.

A. Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the code of conduct, the following definitions apply.

A “**suspension**” means a suspension pursuant to Education Law § 3214.

A “**removal**” means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.

An “**IAES**” means a temporary educational placement for a period of up to 45 days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student’s current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - a. The board, the district or BOCES Superintendent of Schools or a building principal 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 and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been

suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

- c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 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) the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or a school function, or (3) the student has inflicted serious bodily injury upon another person while at school, on school premises or at a school function.

1) **“Weapon”** means the same as “dangerous weapon” under 18 U.S.C. § 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...[for] a pocket knife with a blade of less than 2 1/2 inches in length.”

2) **“Controlled substance”** means a drug or other substance identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).

- 3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

- 1. A 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 and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

C. Special Rules Regarding the Suspension or Removal of Students with Disabilities

1. The district's Committee on Special Education shall:
 - a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement and the conduct is a manifestation of the student's disability.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a

risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 of the Education Law at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
 - a. The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
 - b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 - 1) conducted an individual evaluation and determined that the student is not a student with a disability, or
 - 2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations. 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 a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.
3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is

made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
 - a. The district requests such a hearing 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, or 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.
 - b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - 1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior

involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.

- 2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to law enforcement and judicial authorities

In accordance with the provisions of IDEA and its implementing regulations:

1. The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

XI. Use of Reasonable Force/Corporal Punishment

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.

XII. Student Searches and Interrogations

Any school official authorized to impose a disciplinary penalty on a student may question a student or request that a student provide a written statement 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.

An authorized school official may conduct a search of a student and his or her belongings that is minimally intrusive, provided there is reasonable suspicion.

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

A strip search is a search that requires a student to remove any or all of his/her clothing. For purposes of this provision, “clothing” does not include an outer coat or jacket. Searching a student’s shoes, socks and sweatshirt, and the exposure of a student’s ankles and waistband does not constitute a strip search where the student is not asked to remove his/her shirt or pants. Strip searches are intrusive in nature and are not permissible. If school authorities believe there is an emergency situation that could threaten the health or safety of others, the student under reasonable suspicion of having engaged or engaging in unlawful or otherwise proscribed activity shall, to the extent practicable, be isolated and secured. Police and parents will be contacted immediately.

C. Police Involvement in Searches and Interrogations of Students

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

1. A search or an arrest warrant; or

2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

D. Child Protective Services Investigations

All requests by child protective services to interview a student on school property shall be made directly to building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school district official of the opposite sex. A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be 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.

XIII. Visitors to the Schools

The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

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 report to the office of the principal upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the principal's office before leaving the building.
3. Visitors are expected not to take class time to talk with teachers.
4. 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.
5. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XIV. Public Conduct on School Property

The district is committed to providing an orderly, safe, supportive, 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, district personnel and visitors.

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, are libelous, obstruct the rights of others, are discriminatory, or are disruptive to the school program.
5. Intimidate, harass, bully or discriminate against any person.
6. Be subjected to harassment or bullying by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property or at a school function.
7. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
8. Obstruct the free movement of any person in any place to which this code applies.
9. Violate the traffic laws, parking regulations or other restrictions on vehicles.

10. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
11. 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.
12. Loiter on or about school property.
13. Gamble on school property or at school functions.
14. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
15. Willfully incite others to commit any of the acts prohibited by this code.
16. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.
17. Smoke a cigarette, electronic cigarette, cigar or pipe or use chewing tobacco or smokeless tobacco on school property.

B. Penalties

Persons who violate this code shall be subject to disciplinary action/penalties commensurate with the severity of their infraction as determined by principal or his designee and in accordance with law, school rules, regulations and policies and any applicable collective bargaining agreements.

C. Enforcement

The building principal or his or her designee shall be responsible for enforcing the conduct required by this code. When the building 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 his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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.

XIV. Dissemination and Review

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

1. Providing copies of a summary of the code to all students, in an age-appropriate version, written in plain-language, at a school assembly to be held at the beginning of each school year.
2. Posting a complete copy of the code of conduct, including any annual updates or amendments thereto, on the district's website.
3. Mailing a summary of the code of conduct written in plain language to all parents of district students before the beginning of each school year and making this summary available later upon request.
4. Providing all teachers and other staff members with a complete 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 complete copy of the current code of conduct when they are hired.
6. Making complete copies of the code available for review by students, parents or other persons in parental relation to students, other school staff and other community members.

The board of education will sponsor an in-service education program for all district staff members to ensure the effective implementation of school policy on school conduct and discipline, including but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, discrimination or harassment against students by students and/or school employees; and including safe and supportive climate concepts in the curriculum and classroom management.. 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.

The board of education 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 of education may appoint an advisory committee to assist in reviewing the code and the District's response to code of conduct violations. The committee may 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 no later than 30 days after adoption.

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Wellness

Preamble

The North Shore Central School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. The District will convene a representative district wellness committee that meets throughout the year.

The school district will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students, and representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)

Therefore, it is the policy of the North Shore Central School District that:

- The North Shore School District is committed to providing a school environment that enhances learning and the development of lifelong wellness practices and promotes and protects children's health, well-being and ability to learn.
- The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans, Office of Disease Prevention and Health Promotion; health.gov.
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.
- The District Wellness Committee will have the ongoing responsibility for regularly monitoring, reviewing, and evaluating all school programs related to wellness.

The North Shore Central School District shall provide information to the public (including parents, students, and others in the community) about the content and implementation of this wellness policy.

Nutrition and Food Standards:

All district nutritional programs shall comply with federal, state and local requirements and shall be accessible to all children enrolled in the District. The schools will strive to increase participation in the federal child nutrition programs offered through the district food service.

Nutrition education shall be provided to students in order to foster lifelong habits of healthy eating. The district will share nutritional information with the North Shore community to promote community wellness.

Nutrition Education and Promotion:

The North Shore Central School District aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);

Food and Safety:

- New York State and local food safety and sanitation regulations will be adhered to at all times.
- Each school cafeteria shall be maintained in such a manner as to provide students with a clean, safe and comfortable dining environment.
- All students should have an assigned lunch period.
- All efforts shall be made to eliminate any social stigma attached to and prevent the overt identification of students who are eligible for free and reduced-priced school meals.
- Food providers will ensure that the food and beverages students have access to through the schools meet all applicable federal, state and local laws and guidelines. All foods made available by the schools will aid in complying with USDA Dietary Guidelines for Americans. The guidelines for reimbursable meals shall not be less restrictive than the regulations and guidance outlined by the USDA.
- Food providers will offer fruits and vegetables and support the use of whole grains in school meals. Only low fat (1%) and fat free milk shall be served. No candy or soda shall be sold in the school district during the school day.
- As per New York State, bake sales are prohibited during the school day.
- The school nutrition/food services program shall be financially self-supporting. However, budget neutrality shall not take precedence over the nutritional needs of the students.
- The High School store should not sell any candy or soda.

- The district will provide for the safety and well-being of students with allergies and other health related nutritional restrictions to the best of their ability. Students will provide doctors notes.

School-Wide: Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals. In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the USDA nutrition and portion size standards.

Health Education

The District shall provide a comprehensive health education program, based upon a well-defined scope and sequence in grades K-12, taught by certified health educators. The health curriculum shall embrace National and New York State standards, and shall provide the opportunity to explore topics related to social, mental, emotional, physical and environmental well-being. All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula.

The District will include in the health education curriculum the following essential topics:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate, USDA food labels, balancing all food groups and making positive food choices, importance of nutrients
- Social influences on healthy eating, including media, family, peers, and culture- making healthy choices at restaurants –resisting peer pressure related to unhealthy dietary behavior, eating disorders, and accepting body size differences
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Influencing, supporting, or advocating for others' healthy dietary behavior
- Decision making, communication, goal setting and planning
- Advocacy, self-management, bullying and violence prevention, unintentional injury
- Nutrition and physical activity
- Alcohol, tobacco and other drug prevention
- Human Sexuality, sexual risks, HIV/AIDS education

To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually.

Fundraising Activities: Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities. Food will only be permitted afterschool hours.

Snacks: Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and

vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. Students will not be permitted to trade or share lunch or snack. The district will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents. Please refer to the USDA standards; <http://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks> (see attached recommended snack list.)

Rewards: Schools will not use any foods or beverages, as rewards for academic performance, good behavior or for any other reason.

Celebrations: Schools will not have celebrations that involve food during the school day unless it is directly related to the academic curriculum and instruction. All celebrations must be approved by the building principal. This includes birthday celebrations.

Lunch: Students will not be permitted to get food delivered to the school building. Due to security concerns, no outside personnel are permitted to be on campus grounds.

Physical Activity Opportunities and Physical Education

The District shall provide a comprehensive program of physical education/physical activity, based upon New York State and National Standards to all students in grades K-12. All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive physical education. Instruction in physical education shall focus on physical fitness, health, skills, coordination and positive sporting behaviors. All physical education classes shall be taught by New York State certified physical education instructors. Time allotted for physical activity shall be consistent with national standards and in compliance with The Regulations of the New York State Commissioner of Education. (135.1) Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

The physical education curriculum shall provide:

- Each school shall encourage safe and enjoyable activities for all students.
- Facilities for physical activity on school grounds shall be well-maintained and meet applicable local, state and federal standards for safety.
- Instruction in a variety of motor skills that are designed to enhance the physical, mental and social/emotional development of every child.
- Opportunities to improve students' emerging social and cooperative skills.
- Opportunities to gain a multi-cultural perspective through the study of sports and games of other cultures.
- Instruction in individual and team activities to encourage life-long fitness.
- Fitness education and assessment that help students acquire knowledge of physical fitness concepts understand the relationship of lifestyle to wellness and improve and/or maintain their personal fitness level

Daily Recess: All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment. Teachers will not completely eliminate daily recess and activity time as a consequence because students need physical activity breaks and we don't want them perceiving physical activity as punishment.

Physical Activity and Punishment: Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as a consequence. If needed, a different recess time could be scheduled throughout the school day..

Physical Activity Opportunities Before and After School: All elementary, middle, and high schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs. Students should be encouraged to walk, jog and bike to school. Bike racks will be available at each school building.

Use of School Facilities Outside of School Hours: School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

Physical Activity Breaks (Elementary and Secondary): The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5 minute) physical activity breaks to students during and between instruction time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation. (ex: go noodle)

Active Academics: Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

After-school child care and enrichment programs: will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events.

Communications with Parents: The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.

Student Wellness:

Social/Emotional Wellness Support Services for Students:

As part of its commitment to nurturing the social and emotional wellness of our students, the district shall provide a variety of services and programs including, but not limited to:

- Individual or group counseling
- Crisis intervention
- Referrals to local agencies
- Monitoring medical conditions and concerns
- Academic counseling and guidance support
- Educational testing
- Consultation services

Social/Emotional Wellness Support Services for Staff:

The North Shore Central School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. The committee should develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The staff wellness committee should distribute its plan to the school health council annually.

As part of its commitment to faculty and staff social, physical and emotional wellness the district shall provide a variety of services and program including, but not limited to:

- Employee Assistance Program (EAP)
- Access to wellness centers and programs
- Wellness events
- Yoga
- Weight management
- Smoking cessation

Monitoring and Policy Review

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent NYSED Child Nutrition Administrative review findings and any resulting changes. If the district has not received a child nutrition administrative review from the state agency within the past five years, the district will request from the state agency that a review be scheduled as soon as possible.

The superintendent or designee will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the district.

Policy Review: To help with the initial development of the district's wellness policies, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.

Assessments will be reviewed as needed to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

The District Wellness Committee should be represented by the following:

- Nutritional Services
- Health and Physical Education
- Social/Emotional Support Staff
- A District Administrator
- A Community Member
- A Member of The Board of Education
- A student/students

Healthy Snack List

The list below provides suggested and recommended healthy snack options for school according to the USDA. This list is assuming there are no specific allergies in your child's classroom.

Homemade Options:

- Grapes, apples, tangerines, bananas and pears are the perfect portable fresh fruit treat.
- Frozen grapes are great for hot days.
- Kids always get a kick out of rabbit bags, which combine fresh fruit and vegetables in individual servings.
- Sliced vegetables with spicy bean salsa are a fun and exciting snack!
- Popcorn trail bags are easy. Sweet and salty come together when you mix unflavored popcorn with dry roasted peanuts and a handful of raisins. Package each serving in a mini paper bag for personal deliveries.
- Strawberry crunchies are a snack that kids can make themselves!
- Assortment of sliced veggies and a flavorful low-fat dip! Find over 100 snack recipes here.
- For a pretty and engaging snack, try apple butterflies!
- Fruit parfaits abide by the guidelines and are totally gorgeous. Try this recipe for a fun layered parfait.
- Oven fries are a great snack - use sodium-free ketchup or mix it up with sweet potatoes instead of regular potatoes.
- And speaking of potatoes, you can always microwave a potato and top it with steamed veggies to make a cute face!

Packaged Snacks:

- 100 calorie packs are great options for certain foods. Try low-fat, whole grain crackers and whole grain pretzels. Sweets, even in 100 calorie packs, often have more than 35% of their weight as just sugar, while fried foods, like potato chips, have way more fat than is allowed. To be under 35% calories from fat a food cannot have more than 35 calories of fat per 100 calories.
- Baked tortilla chips with 100 calorie packs of guacamole dip can be fun treats.
- Baked potato chips will meet the guidelines at 120 calories and 3 grams of fat.
- Baked whole grain pita chips are a handy option.
- Fill pita pockets with veggies and a little nonfat Italian dressing for a fun snack.
- Prepared veggie and fruit trays with low-fat dips are speedy, fuss-free options.
- For a calcium-rich option, try single-serving, sugar-free pudding cups.
- Light, low-fat yogurt comes in cups and squeeze tubes. As long as it meets the sugar requirements, it is good to go.
- Whole grain cereals like shredded wheat, oatmeal "O's", and Chex are great snack options without added sugar.
- Brown rice cakes are great options. Kids can top them with nut butter and fruit.
- Boxed raisins and other dried fruits are great.
- Whole grain fig cookies like Fig Newtons will work.
- Fruit cups and individual fruit serving cans packed in juice are great packaged snacks, too.

Not Permitted:

- Soda
- Candy
- Cakes

Links for Helpful Snack Ideas:

<http://kidshealth.org/en/teens/healthy-snacks.html>

<http://www.fitnessmagazine.com/recipes/snacks/healthy/>

<http://www.parents.com/toddlers-preschoolers/feeding/healthy-eating/the-20-best-snacks-for-kids/#page=1>

http://www.eatingwell.com/recipes_menus/collections/healthy_recipes_for_kids_snacks

<http://www.webmd.com/parenting/features/healthy-snacks-for-kids>

<http://www.parenting.com/gallery/healthy-kids-snacks>

Adopted: June 16, 2006

Reviewed: May 7, 2009

June 4, 2009

Revised: June 18, 2009

Revised: July 5, 2016

WELLNESS REGULATION

Implementation, Monitoring and Evaluation The Wellness Policy and Programs

The District Wellness Committee of representatives from the following departments:

- Nutritional Services
- Health and Physical Education
- Social/Emotional Support Staff
- Director of Community Services
- A District Administrator
- A Community Member
- A Member of The Board of Education
- A High School Student Representative

The committee will be responsible for developing action plans to address identified goals in the district's wellness programs. Committee representatives will chair subcommittees that are formed to focus on specific wellness issues within their area of focus. The constituency of each subcommittee will be determined by the subcommittee chairperson. Particular efforts will be made to include students as part of each subcommittee.

The District Wellness Committee shall submit an annual report including all recommendations no later than June 15 of each year.

Health Education:

The health curriculum shall focus on building student skills in the areas of:

- Decision making
- Communication
- Goal setting and planning
- Self-management
- Advocacy

The health curriculum shall include but shall not be limited to the following topics:

- Nutrition and physical activity
- Violence prevention
- Tobacco prevention
- Alcohol and other drug prevention
- Unintentional injury
- Human Sexuality
- Sexual Risks
- HIV/AIDS education

Physical Education

The physical education curriculum shall provide:

- Instruction in a variety of motor skills that are designed to enhance the physical, mental and social/emotional development of every child.
- Opportunities to improve students' emerging social and cooperative skills
- Opportunities to gain a multi-cultural perspective through the study of sports and games of other cultures
- Instruction in individual and team activities to encourage life-long fitness
- Fitness education and assessment that help students acquire knowledge of physical fitness concepts, understand the relationship of lifestyle to wellness and improve and/or maintain their personal fitness level.

Adoption date: June 18, 2009

ALLERGY POLICY

Realizing that food allergies can be life threatening, the North Shore Schools shall remain committed to working with all adults and students within the school setting in order to minimize the risk of accidental exposure and to provide a safe educational environment for food-allergic students. In addition, each school shall have a plan to deal with other allergy induced anaphylaxis. These efforts shall be coordinated among the school, the family and health service providers, where appropriate.

The District maintains the right to set food restrictions where appropriate.

Adopted: November 5, 2009
Revised: December 10, 2015

ALLERGY REGULATION

Family's Responsibility

- Notify the school of the child's allergies.
- Provide written medical documentation, instructions, and medications as directed by a physician, using the Food Allergy Action Plan as a guide. Include a photo of the child on written form.
- Provide emergency contact information.
- Provide properly labeled medications and replace medications after use or upon expiration.
- Work with the school team to develop a plan that accommodates the child's needs throughout the school including but not limited to the classroom, the cafeteria, after-care programs, school-sponsored activities, on the school bus, as well as developing a Food Allergy Action Plan.
- Educate the child, as developmentally appropriate, in the self-management of their food allergy including:
 - safe and unsafe foods
 - strategies for avoiding exposure to unsafe foods
 - symptoms of allergic reactions
 - how and when to tell an adult they may be having an allergy-related problem
 - how to read food labels (age appropriate)
- Review policies/procedures with the school staff, the child's physician, and the child (if age appropriate) after a reaction has occurred.

Schools' Responsibility

- Be knowledgeable about and follow applicable federal and New York State laws as well as all district policies that apply.
- Review the health records submitted by parents and physicians.
- Include food-allergic students in school activities.
- Identify a core team including, but not limited to, school nurse, teacher, principal, school food service and nutrition manager/director, and counselor (if available) to work with parents and the student to establish an allergy action plan.
- Assure that all staff who interact with the student on a regular basis understand the nature of the food allergy, as well as triggers, can recognize symptoms, know what to do in an emergency, and work with other school staff to eliminate the use of food allergens in the allergic student's meals, educational tools, or arts and crafts projects.
- The use of food as a reward or incentive is not permitted.)
- Simulate implementation of the Food Allergy Action Plan before an allergic reaction occurs to assess the efficiency/effectiveness.

- Coordinate with the school nurse to be sure medications are appropriately stored, and be sure that an emergency kit is available that contains a physician's standing order for epinephrine. Students will be allowed to carry their own epinephrine, if deemed self directed by the students' physician/clinic, parent and school nurse.
- Designate school personnel who are properly trained to administer medications in accordance with the State Nursing and Good Samaritan Laws governing the administration of emergency medications.
- Review the allergy prevention plan with the core team members, parents/guardians, student (age appropriate), and physician after a reaction has occurred.
- Work with the district transportation administrator to assure that school bus driver training includes symptom awareness and what to do if a reaction occurs.
- No eating shall take place on buses to and from school. Exceptions will be made to accommodate special needs.
- Discuss field trips with the family of the food-allergic child.
- At the elementary level, prior to the opening of the school year, a letter will be sent home to the parents of all children enrolled in a class that has a classmate with a Food Allergy Action Plan. That letter will stipulate the causes of the allergy as well as food or materials classmates should not bring to school. In addition, suggestions for safe snacks and appropriate party treats will be included.
- At the elementary level, teachers and teacher assistants shall be provided with training and support in monitoring the ingredients of snacks brought into the classroom.
- The school team will consult with the parent of a child who has food allergies to determine who will speak to the parents of the student's classmates at Back-to-School Night.

Student's Responsibility

- Should not trade food with others.
- Should not eat anything with unknown ingredients or known to contain any allergen.
- Should be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Should notify an adult immediately if they eat something they believe may contain the food to which they are allergic.

Other Allergy Induced Anaphylaxis

Children in the school setting may also be allergic to insect stings, and rarely latex or medication, etc. The following guidelines and procedures should be followed for both the prevention and during a medical emergency resulting from anaphylaxis.

- When a parent notifies the school nurse that a child has an allergy to insect stings or anything else that may cause an anaphylactic reaction, the school nurse will alert faculty and staff.
- Parent will provide school with medical documentation indicating the allergy, and anaphylactic response and the medication necessary for the response.
- The child may carry his/her epipen, if deemed self directed by the student's physician, parent and school nurse, in such cases this will be indicated in the physician's orders.
- Education will be provided to explain allergies, anaphylaxis, and the use of epipen for faculty and staff.
- Methods of communication and an allergy action plan will be in place.
- Epipen will be taken on all field trips.

Adopted: November 5, 2009

Revised: December 10, 2015

HAND WASHING

As part of the District's health and wellness program, all students shall be encouraged to practice healthy hygiene, including the regular washing of hands at key points throughout the day. To this end, proper hand washing procedures shall be reviewed and encouraged in all elementary classrooms and within the K-12 health curriculum.

Elementary classroom teachers will instruct all students to wash their hands prior to the lunch break and upon return from the lunch/recess break. Those students who are scheduled for recess prior to lunch will be required to wash their hands prior to sitting for their meal. In those cases in which a sink is not available, elementary students will be provided with hypoallergenic, alcohol free hand wipes to clean their hands, following recess.

Signs outlining appropriate hand washing techniques will be posted in all student and faculty restrooms in each of the buildings.

Adopted: November 29, 2007

STUDENT HEALTH SERVICES

The Board of Education recognizes that good student health is vital to successful learning and realizes its responsibility, along with that of parent(s) or guardian(s), to protect and foster a safe and healthful environment for the students.

The school shall work closely with students' families to provide detection and preventive health services. In accordance with law, the school will provide vision, hearing, and scoliosis screening. Problems shall be referred to the parent(s) or guardian(s) who shall be encouraged to have their family physician provide appropriate care. Schools shall also provide emergency care for students in accidental or unexpected medical situations.

In order to enroll in school a student must submit a health certificate within 30 calendar days after entering school, and upon entering second, fourth, seventh and tenth grades. The examination, which must conform to state requirements, must have been conducted no more than 12 months before the first day of the school year in question. If a student is unable to furnish the health certificate, the school will provide a physical examination by a licensed provider. A request for exemption from the physical examination, or the requirement to provide a health certificate, must be made in writing to the school principal or designee, who may require documents supporting the request. The only basis for exemption is a claim that the physical examination is in conflict with the parent or guardian's genuine and sincere religious belief.

In order to enroll in school, students must also furnish documentation of required immunizations against certain communicable diseases, as set forth in state law and regulations, unless exempted from immunizations for medical or religious reasons as permitted by state law and regulation.

The Board recognizes that the State of New York may authorize and require the collection of data from health certificates in furtherance of tracking and understanding health care issues that affect children. The Board supports these efforts and expects administrators to cooperate and to observe the appropriate laws and regulations in carrying out those responsibilities, including those that relate to student privacy.

In addition, students will be asked to provide a dental health certificate when they enroll in school and in accordance with the same schedule as the health certificate.

A permanent student health record shall be part of a student's cumulative school record and should follow the student from grade to grade and school to school along with his/her academic record. This record folder shall be maintained by the school nurse.

Emergency Care

Schools shall also provide emergency care for students in accidental or unexpected medical situations.

Each school in the district will include in its emergency plan a protocol for responding to health care emergencies, including anaphylaxis, and head injury. Parents/guardians will be notified of any emergency medical situation as soon as is practicable. Parents/guardians will receive notification of non-emergent medical situations that have been reported to the nurse in a timely manner.

The district permits emergency administration of opioid antagonists, such as naloxone, by trained volunteer responders AND/OR the school nurse to prevent opioid overdose.

Communicable Diseases

It is the responsibility of the Board to provide all students with a safe and healthy school environment. To meet this responsibility, it is sometimes necessary to exclude students with contagious and infectious diseases, as defined in the Public Health Law, from attendance in school. Students will be excluded during periods of contagion for time periods indicated on a chart developed by the Department of Health.

During an outbreak of these communicable diseases, if the Commissioner of Health or his/her designee so orders, the district will exclude students from school who have an exemption from immunization or who are in the process of obtaining immunization.

It is the responsibility of the Superintendent of Schools, working through district health personnel, to enforce this policy and to contact the county or local health department when a reportable case of a communicable disease is identified in the student or staff population.

Administering Medication to Students

Neither the Board nor district staff members shall be responsible for the diagnosis or treatment of student illness. The administration of prescribed medication to a student during school hours shall be permitted only when failure to take such medicine would jeopardize the health of the student, or the student would not be able to attend school if the medicine were not made available to him/her during school hours, or where it is done pursuant to law requiring accommodation to a student's special medical needs (e.g., Section 504 of the Rehabilitation Act of 1973). "Medication" will include all medicines prescribed by a physician.

Before any medication may be administered to or by any student during school hours, the Board requires:

1. the written request of the parent(s) or guardian(s), which shall give permission for such administration and relieve the Board and its employees of liability for administration of medication;
2. the written order of the prescribing authorized medical provider, which will include the purpose of the medication, the dosage, the time at which or the special circumstances under which medication shall be administered, the period for which medication is prescribed, and the possible side effects of the medication; and
3. that in order for a student to carry and use a rescue inhaler, an epinephrine auto-injector, insulin, or glucagon and associated testing supplies, written permission must be provided both by the parent and the prescribing authorized medical provider in accordance with state law and regulation.

Students are allowed to carry and apply parentally provided sunscreen without a prescription from a medical provider, assuming that the sunscreen is FDA approved and that the sunscreen is not treating a medical condition. Parents need to provide the district with written permission for students to use sunscreen.

Permission slips and medical orders shall be kept on file in the office of the school nurse.

Life-Threatening Allergies and Anaphylaxis Management

The Board recognizes its role and responsibility in supporting a healthy learning environment for all students, including those who have, or develop, life-threatening allergies. The district will work cooperatively with the student, their parent/guardian and healthcare provider to allow the child to participate as fully and as safely as possible in school activities. When a student has a known life-threatening allergy reported on their health form or if the district has been informed by the parent of the presence of a life-threatening allergy, the district will assemble a team, which may include the parent, the school nurse, the child's teacher, the building principal and other appropriate personnel, which will be charged with developing an individual health care plan and/or an emergency action plan. The plan(s) will be maintained by the school nurse. The plan(s) will guide prevention and response. If the student is eligible for accommodations based upon the IDEA, Section 504 or the Americans with Disabilities Act, the appropriate procedures will be followed regarding identification, evaluation and implementation of accommodations.

Training

Training to support the fulfillment of staff responsibilities in regard to student health services will be provided as part of the district's ongoing professional development plan and in conformity with Commissioner's regulations.

Regulations

The Superintendent shall develop comprehensive regulations governing student health services. Those regulations shall include the provision of all health services required by law, and

procedures for the maintenance of health records, and procedures for the administering of medication to students. The Superintendent shall also develop protocols, in consultation with the district medical director and other appropriate district staff, for the management of injury, with particular attention to concussion.

Ref: Education Law §§310; 901 et seq.; 6909
Public Health Law §§613; 2164
8 NYCRR § 64.7; Part 136
Administration of Medication in the School Setting Guidelines, State Education Department, revised April 2002
Immunization Guidelines: Vaccine Preventable Communicable Disease Control, State Education Department, revised August 2000

Adoption date: June 15, 2006

Revised: July 5, 2016

STUDENT HEALTH SERVICES REGULATION

A. Immunization Against Communicable Diseases

Under state Public Health Law 2164, in order to be enrolled in or attend district schools, children must be fully immunized against certain communicable diseases. Those diseases are: poliomyelitis, mumps, measles, diphtheria, rubella, varicella (chicken pox), Haemophilus influenzae type b (Hib), pertussis, tetanus, pneumococcal disease, meningococcal disease, and hepatitis B.

“Fully immunized” means that the child has either (1) received the required vaccinations for these diseases as set forth in state regulations; (2) for measles, mumps, rubella, hepatitis B, poliomyelitis, or varicella only, shown immunity with a positive blood test for those disease antibodies; or (3) for varicella only, has had the disease, verified by a physician, nurse practitioner, or physician’s assistant.

Children who are not fully immunized may only be admitted to school if they (1) are in the process of receiving immunization or obtaining blood tests; or (2) have been granted a medical or religious exemption.

Medical exemptions may be issued if immunization is detrimental to a child’s health. Medical exemptions must either be (1) the medical exemption form issued by the New York State Department of Health or the New York City Department of Health and Mental Hygiene, or (2) a statement signed by a physician licensed to practice medicine in New York State indicating the specific immunization, the medical contraindication, and the length of time the exemption is for. Medical exemptions must be reissued annually to remain valid. The Building Principal may require supporting documents for medical exemptions.

Religious exemptions may be granted by the district upon either (1) a signed and completed Request for Religious Exemption to Immunization created by the NYSED, or (2) a written and signed statement from a parent/guardian stating an objection to immunization because of genuine and sincere religious beliefs which prohibit immunization. The Building Principal may require supporting documents for religious exemptions.

All students must present appropriate documentation of their immunization status, as set forth in the Regulations of the Commissioner of Health 10 NYCRR Subpart 66-1.

The Building Principal may permit students without adequate documentation to attend school up to 14 calendar days while the parent/guardian furnishes the necessary documents. This time period may be extended to 30 days for students transferring from another state or country, as long as they show a good faith effort to obtain the necessary documentation.

District schools may access the New York State Immunization Information System (NYSIIS) or the New York City Citywide Immunization Registry (CIR) to verify the immunization history of students entering or registered in that school.

When a child is excluded from school for immunization reasons, the Building Principal shall notify the parent/guardian of their responsibility to have the child immunized, and the public resources available for doing so. The Principal shall also notify the local health authority of the child's name and address and the immunization(s) the child lacks, and shall cooperate with that authority to provide a time and place for the required immunization(s) to be administered.

The district will maintain a list of all students who have been exempted from immunization for medical or religious reasons, or who are in the process of receiving immunization, and shall exclude such students from school when so ordered by the Commissioner of Health, in the event of an outbreak in school of the vaccine-preventable diseases listed in Public Health Law 2164 and the first paragraph of this section.

When a student transfers out of the district, the parent/guardian will be provided with an immunization transfer record showing the student's current immunization status which will be signed by the school nursing personnel or the school physician. A transcript or photocopy of the immunization portion of the cumulative health record will be provided to the new educational institution upon request.

B. Administering Medication to Students in School

The administration of prescribed medication to a student during school hours is permitted only when the medication is necessary to allow the student to attend school or failure to administer the medication would seriously affect the student's health.

Parent(s) or guardian(s) must present the following information:

1. a written order from a NYS licensed health care provider (e.g. physician, nurse practitioner or physician assistant) containing the following: student's name, the date and name of the medicine, dosage and time to be administered, and list of possible side effects; and
2. A written note from the parent/guardian giving appropriate licensed school personnel permission to administer the medication to their child during school or for trained unlicensed personnel to assist their child in taking their own medication.

Students who may carry and use certain medications

Students are permitted to self-administer medication under certain circumstances, in accordance with state law and regulation. A student is authorized to carry and use the following medications: rescue inhaler, epinephrine auto-injector, insulin, glucagon (and associated diabetes testing supplies), if the following conditions are met:

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1. An authorized medical provider must provide written permission that includes an attestation that the student's diagnosis requires the medication; the student has demonstrated that he/she can self-administer the prescribed medication effectively; the name of the medication, the dose, the times when it is to be taken, the circumstances which may warrant use and the length of time during which the student may use it.
2. Written parental permission.

If a student is authorized to carry and use medication as described above, the parent/guardian is permitted to give extra medication and supplies that the district will maintain in accordance with the written directions submitted by the authorized medical provider. Such extra medication and supplies shall be readily accessible to the student.

All documents pertaining to student medication will be kept on file in the nurse's office.

The school nurse shall develop procedures for the administration of medication, which require that:

1. all medications will be administered by a licensed person unless the child is a "supervised student" (able to self-administer with assistance and supervision) or an "independent student" (able to self-administer and self-carry);
2. medications, other than as noted above, shall be securely stored in the office and kept in their original labeled container, which specifies the type of medication, the amount to be given and the times of administration; the school nurse shall maintain a record of the name of the student to whom medication may be administered, the prescribing physician, the dosage and timing of medication, and a notation of each instance of administration; and
3. all medications shall be brought to school by the parent(s) or guardian(s) and shall be picked up by the parent(s) or guardian(s) at the end of the school year or the end of the period of medication, whichever is earlier. If not picked up within five days of the period of medication, the medication shall be discarded.

An adult must bring the medication to school in the original container. The administering staff member should clearly label the medication with the time to be given and dosage.

Sunscreen. Students are permitted to carry and apply sunscreen without a medical provider's order under the following conditions:

1. the sunscreen is used to avoid overexposure to the sun and not for medical treatment of an injury or illness, if sunscreen is required to treat a medical condition, the procedures for administering medication (above) apply;
2. the sunscreen is FDA approved for over the counter use;
3. the student's parents or guardians provide written permission annually for the student to carry and use the sunscreen.

The school nurse will keep written permission for students on file and develop procedures pertaining to this policy.

Administering medication on field trips and at after-school activities. Taking medication on field trips and at after-school activities is permitted if a student is self-directed in administering their own medication. On field trips or at other after-school activities, teachers or other school staff may carry the medication so that the self-directed student can take it at the proper time.

If a student is going on a field trip but is not self-directed (i.e., fully aware and capable of understanding the need and assuming responsibility for taking medicine), then the district may:

- permit the parent or guardian to attend the activity and administer the medication.
- permit the parent to personally request another adult who is not employed by the school to voluntarily administer the medication on the field trip or activity and inform the school district in writing of such request.
- allow the student's health care provider to be consulted and, if he/she permits, order the medication time to be adjusted or the dose eliminated.

If no other alternative can be found, a school nurse or licensed person must administer the medication.

Administering epi-pen in emergency situations. The administration of epinephrine by epi-pen has become an accepted and extremely beneficial practice in protecting individuals subject to serious allergic reactions (e.g., individual has an anaphylactic reaction to a wasp sting or the ingestion of peanut butter).

Pursuant to Commissioner's regulations, registered professional nurses may carry and administer agents used in non-patient specific emergency treatment of anaphylaxis.

In addition, pursuant to SED guidelines, school nurses may provide training to unlicensed school staff in administering epi-pens, prescribed by a licensed prescriber, to a child who has been diagnosed with the potential for a severe reaction, in the event of the onset of a serious allergic reaction when a nurse is not available.

C. Student Medical Exams

In accordance with Sections 903 and 904 of the state Education Law, each student shall have a physical exam given by the school doctor or licensed health provider (including a physician, physician assistant or nurse practitioner) upon entrance to school and at grades pre-kindergarten or kindergarten, two, four, seven and ten. Findings are to be kept on record at the school on forms that can be obtained from the school nurse. In addition, the school will request a dental health certificate according to the same schedule.

5420-R

A student may be excluded from the medical examination requirements because the child's parent/guardian holds a genuine and sincere religious belief which is contrary to medical examinations. The request for exemption must be in writing to the principal or his/her designee.

In the event that the student's medical history reveals that they have a known life-threatening allergy, the school nurse, in conjunction with the family, student, child's teacher, and other appropriate staff, will develop and implement an individual health care plan which will guide prevention and response.

The district will work with students in the self-management of their life-threatening allergy, or other chronic health conditions, by:

1. Adequately training staff involved in the care of the child.
2. Assuring the availability of the necessary equipment and/or medications.
3. Providing appropriately licensed and trained persons on school premises, as required by law.
4. Providing ongoing staff and student education.

D. Illness or Injury in School

If a student becomes ill in school:

1. The nurse will determine if the student should receive further medical attention, remain in the dispensary or return to class.
2. The nurse will call the parent, guardian or substitute parent if he/she feels the student should go home. In general, a parent or guardian will pick up the student from school.
3. The nurse will contact the Building Principal if he/she feels the child should be transported by bus to the home.
4. If there is to be a change in bus routing in order to carry the student to his/her home, that decision will be made by the administrator and the transportation supervisor.
5. If the route is to be changed, the transportation supervisor shall inform the bus driver.
6. If no parent, guardian or designated emergency contact picks up the student at school, or if no parent/guardian or designated emergency contact will be home, the student will remain in the nurse's office until such time as a parent, guardian or designated emergency contact becomes available to assume responsibility for the child.
7. If the nurse determines that the child can return to class, but needed some type of medical attention (i.e., a bandage for a minor scratch, a brief rest, etc.), the nurse will notify the parent using district form 5420-E.1.
8. The nurse will maintain appropriate records of all student visits.

The district permits the administration of opioid antagonists, such as naloxone, to prevent opioid overdose, pursuant to policy 8121.1, Opioid Overdose Prevention. District staff shall follow all regulations regarding the storage, accessibility, administration, recordkeeping, and reporting of naloxone use.

E. Emergencies

The Building Principal shall ensure that procedures for emergency care of student injuries are in place, and that staff members are aware of their responsibilities in such events.

All accidents happening on school property or during school activities must be reported to the school nurse and Building Principal as soon as possible.

F. Medical Emergency Record

All students shall have on file a medical emergency record which shall state the name and telephone numbers of the following:

1. the student's parent(s) or guardian(s) at home and work;
2. the student's next of kin;
3. a neighbor;
4. the family physician;
5. any allergies or serious health conditions.

Students diagnosed with diabetes shall have a written diabetes management plan maintained as part of the student's cumulative health record. The management plan shall be developed in accordance with state regulation and district procedures. Students diagnosed with asthma or other respiratory disease requiring a rescue inhaler, students diagnosed with life-threatening allergy or diabetes may have an emergency action plan maintained as part of the student's cumulative medical record. The emergency action plan will be developed in accordance with state regulation and district procedures.

G. Student Return to School after Illness/Injury

In general, students should be symptom-free before returning to school and resuming normal activities. In some instances, students may be asked to provide a note from their licensed health care provider before they return to school or participate in the full range of school activities. The final decision to permit participation rests with the school physician. The Superintendent, in consultation with the school physician, nurse and other appropriate staff, will develop protocols to address a student's return to activities when there has been a serious illness or injury.

Adoption date: June 15, 2006

Revised: December 10, 2015

Revised: July 5, 2016

STUDENT PSYCHOLOGICAL SERVICES

The Board of Education recognizes the need to provide psychological services to those students in need of such service. The district shall employ a certified school psychologist to perform such services.

The purpose of school psychological services is to provide basic diagnosis and reasonable but limited support. When diagnosis and short-term follow-up indicate the need for more extended support, the psychologist will refer the student to other agencies or private practitioners, except that extended services may be provided consistent with an Individualized Educational Program or Section 504 Plan.

The Board also recognizes the need to provide psychological testing for certain students. In order to administer such tests, written referral by the psychologist and written permission must be obtained from parents/guardians of students who are under the age of eighteen.

Cross-ref: 5440, Drug and Alcohol Abuse
5460, Child Abuse in a Domestic Setting

Ref: Education Law §3602(32)

Adoption date: June 15, 2006

PROCUREMENT OF CONSULTANT & PROFESSIONAL SERVICES

Consultant/Professional Services are those services offered by an independent contractor whose experience, expertise, specialized skills or reputation in the field are required in order to meet the needs of North Shore CSD and the students the district serves. Examples include consultants, legal services, auditing services, graphic artists, speakers and services for a student's special educational needs. Selection of a professional service provider shall be based on a variety of criteria including, but not limited to, demonstrated competence, knowledge, references and unique qualifications to perform the services, in addition to offering a fair and reasonable price that is consistent with current market conditions. Additional criteria may be used as appropriate to the circumstances or services to be provided.

Award of Contract

The decision to award a contract shall be based on the ability of the provider to provide quality services and to comply with all applicable laws, rules and regulations. Evaluation criteria shall include review of the qualifications of the firm or the individual, the proposed staff, the financial stability of the firm, prior experience, proposed technical strategies/methods, and the proposed schedule of fees.

For the students of the school district who have special educational needs, the district will consider the following factors in determining the specific provider:

- Flexibility and responsiveness of a provider in order to provide services in a timely manner
- Ability of the provider to meet the student's schedule
- Provider's knowledge of the service required and knowledge of the North Shore CSD program(s)
- Capacity of service provider
- Provider's expertise and training of a specific methodology needed to meet the needs of the student's IEP

Based on the evaluation criteria, the North Shore CSD will not necessarily choose the lowest proposed fee for services. The award of any contract will be made as judged to be in the best interest of the North Shore CSD and the children of the school district.

The Superintendent shall develop appropriate regulations and procedures.

Adopted: June 16, 2011

PROCUREMENT OF CONSULTANT & PROFESSIONAL SERVICES REGULATION

Requirements Regarding Procurement of Consultants

The North Shore CSD shall use its best efforts to secure offers from service providers by using an RFP Procurement Method. The service providers offering the most favorable terms, weighing expected ability to perform services requested in a timely, efficient and effective manner will be selected.

The District shall:

- (a) seek offers in writing from several persons or organizations known and believed to be qualified.
- (b) evaluate those offers based on information the North Shore CSD has received regarding each provider's technical or professional qualifications, financial stability and past performance.
- (c) document the process by which a service provider is chosen.

Waiver Guidelines

The North Shore CSD, upon adoption of these guidelines, hereby waives the use of the procedures for selecting service providers outlined above in those instances when the:

- (a) services or other administrative services are expected to cost \$5,000 or less;
- (b) contract is by a single source provider that may involve unique or innovative methods or ideas.
- (c) Superintendent of Schools determines that it is in the best interest of the school district for timely procurement of such services.

Upon the granting of a waiver, the North Shore CSD shall make a record summarizing the basis for waiver.

Adopted: June 16, 2011

DRUGS, ALCOHOL, AND TOBACCO USE BY STUDENTS

The Board of Education of the North Shore Central School District is committed to the prevention of tobacco, e-smoking devices, alcohol, and other illegal substance use/abuse. The term “illegal substances” shall include, but not be limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, and steroids.

The District will use the following principles as guides for the development of its substance use/abuse prevention efforts and for any disciplinary measures related to alcohol and other substances:

- Alcohol, tobacco, and other substance abuse is preventable and treatable.
- Alcohol and other substance abuse inhibits the District from carrying out its central mission of educating students.
- In their contact with students the behavior of the Board of Education, the administration, and all school staff should model the behavior asked of students.
- The goal of tobacco, alcohol and/or substance abuse prevention will be accomplished only through coordinated, collaborative efforts with parents, students, staff, and the community as a whole.

No student may use tobacco or possess, sell, distribute, use, or be under the influence of alcohol, and/or illegal substances on school grounds or at school-sponsored events. Furthermore, no student may possess, sell, distribute, or use drug paraphernalia on school grounds or at school sponsored events.

Additionally, any person exhibiting behavior, conduct, or personal or physical characteristics indicative of having used or consumed alcohol and/or illegal substances, or any person whom school personnel have reasonable grounds to suspect has used alcohol and/or illegal substances shall be prohibited from entering school grounds or school-sponsored events.

To educate student about the dangers associated with tobacco, alcohol and/or illegal substance abuse, the K-12 health education curriculum shall include instruction on these matters.

Any staff member observing students using tobacco or possessing and/or using alcohol and/or illegal substances on school grounds or during school-sponsored events shall report the matter immediately to the building principal or other appropriate staff members, who shall then take immediate action. Any alcohol or illegal substances found shall be confiscated immediately, followed by notification to the parent(s)/guardian(s) of the student(s) involved. Appropriate disciplinary action will be taken, up to and including suspension and referral for prosecution. In its effort to maintain alcohol and illegal substance-free environment, the North Shore Schools shall cooperate to the fullest extent possible with local, state and/or federal law enforcement agencies.

Cross-ref: 1530, Smoking on School Premises
 5300, Code of Conduct

Adoption date: June 15, 2006

Revised: December 10, 2015

DRUGS, ALCOHOL, AND TOBACCO USE BY STUDENTS REGULATION

The North Shore School District's Drug and Alcohol Policy is concerned for the welfare of all students and is intended to maintain a drug-free environment. Alcohol and other controlled substances, their possession and their use are not allowed on school grounds or at any activity connected with school.

Drugs – alcohol or other controlled substances – clearly work against a climate of learning. They also destroy lives. What seems to be minor experimentation or "just having some beers" can reflect serious abuse and is potentially health and life-threatening.

A student who becomes involved with drugs is encouraged to speak with a trusted teacher, counselor, school social worker or psychologist. A student who is aware of a friend or acquaintance's drug use is encouraged to speak in confidence with one of those individuals. The school support staff will work closely to help students and their families towards the successful resolution of substance abuse problems.

If a teacher observes a student who appears to be under the influence of drugs or involved with drugs, he or she is expected to refer the student to the nurse even though there may be a lack of proof of use. The teacher in this case is not asked to be a disciplinarian, but to act out of concern for the student and the student body. Other professionals will determine what, if any, problem exists and how best to treat it. While parent contact or legal involvement may be appropriate, the focus always remains on helping the student.

Drug and Alcohol Use Symptoms

When a student shows clear symptoms of ill health and/or behavior which could be caused by drugs or alcohol:

- The student shall be referred to the Principal or Assistant Principal(s) by any staff member witnessing such behavior or symptoms.
- The school nurse shall evaluate the student's condition to decide action to preserve the health and well-being of the student.
- Parents will be notified of the symptoms. The school nurse and/or Building Principal will tell the parents of the possibility of drug use as a cause of such symptoms and be asked to take the child home. If a parent cannot be reached, the parent designee may be called to take the child home.

Drug and Alcohol Possession

- Any staff member observing a student in possession of drugs or alcohol on school property or at a school-sponsored activity will confiscate the substance and then refer the student to the Principal or Assistant Principal(s). The substance will be turned over to the Principal.
- The Principal and/or staff member will, where possible, record the time, date, place, and names of students involved. He/she will follow current laws and regulations relating to search and seizure.
- The Principal, Assistant Principal(s) will notify parents of the incident and meet with them. The Principal will inform the Superintendent of Schools of the incident. The Principal will also consult with the appropriate school personnel who may include the school psychologist, guidance counselor, social worker and nurse.
- The Principal will inform the Nassau County Police Third Precinct.
- The Principal will take appropriate action. Such action may include: suspension from school*; referral of student and/or parents for appropriate psychological or medical help; possible referral to the Committee on Special Education for alternative educational placement; legal action as may be required by law. The school will cooperate with law enforcement agencies whenever information could lead to a supply source of illegal drugs.

* Suspension of at least three days is recommended. Longer suspension is recommended in more serious cases.

Drug and Alcohol Usage

- A teacher will report to the school Principal or Assistant Principal(s) any observed or suspected use of drugs and/or alcohol either on school property or at a school-sponsored event.
- The Principal will notify the parents of the student involved as well as the Superintendent.
- The school nurse will examine the student, and will notify the student's parents and summon local emergency services, if needed. The student may remain in school, under observation, if the school nurse feels such an action is warranted.
- The Principal will meet with the student's parents to inform them of the incident. The Principal will meet with the appropriate school personnel and may also notify the Nassau County Police Department Third Precinct.
- The Principal will undertake appropriate action. Such action could include: suspension from school*; referral of student and/or parents for psychological or medical help if deemed appropriate; possible referral to the Committee on Special Education for possible alternative educational placement; legal action as may be required by law.

- Suspension of at least three days is recommended. Re-admission to school is contingent upon the approval of the school Principal.
- It is the policy of the school district to seek student treatment over prosecution within the requirements of the law.

Adoption date: June 15, 2006

Revised: January 17, 2013

Revised: December 10, 2015

STUDENT SAFETY

The Board of Education recognizes the district's responsibility for ensuring the safety of all students in school buildings or on school grounds, and/or participating in school activities. The Superintendent of Schools shall recommend measures to the Board to ensure that students are safe and secure according to a standard of reasonable practice.

All district employees are responsible for student safety when pupils qualify for transportation en route to and from school and during the time they are on school grounds. Principals shall bring safety concerns to the Superintendent's attention if they cannot be resolved within the building

School personnel shall be conscious of suspicious strangers loitering in or near the school. The Superintendent shall notify law enforcement agencies if the circumstances seem to warrant it. Students shall be instructed to notify teachers, their parents/guardian(s), police or school officials of any suspicious strangers.

The Board recognizes its responsibility to include in the curriculum instruction that deals with student safety and welfare, as specified in Education Law and regulations of the Commissioner of Education.

Cross-ref: 5420, Student Health Services
5450.1, Notification of Releases of Sex Offenders
8130, School Safety Plans and Teams

Ref: Education Law §§806; 807; 808; 3212-a
8 NYCRR §§107.1; 141.10

Adoption date: June 15, 2006

Reviewed: November 13, 2009

Revised: December 3, 2009

NOTIFICATION OF SEX OFFENDERS

The Board of Education acknowledges the efforts of local law enforcement to notify the district when a person with a history of sex offenses against a child is being paroled or released into the community, in accordance with the provisions of the Sex Offender Registration Act, commonly known as Megan's Law. The purpose of this notification is to protect members of the community, particularly children, by notifying them of the presence of individuals in their midst who may present a danger. Consistent with its duty to protect students under its care, the district shall cooperate with local law enforcement agencies in this endeavor.

Any information provided by local law enforcement officials pursuant to Megan's Law shall be posted in an appropriate location in all school buildings. In addition, staff members with student safety responsibilities shall be provided with such information directly.

All other staff members and community residents shall be informed of the posting requirement for such information established by this policy and of the availability of the information, upon request. Community residents shall also be reminded of the security measures and personal safety instruction provided at school. All staff requests for information provided by the law enforcement agencies shall be directed to the Building Principal. Requests for information from community residents shall be directed to the District Clerk.

The Superintendent shall establish any necessary regulations for implementing this policy with the advice of the school attorney.

This policy shall be disseminated at least once a year to all district residents.

Ref: 42 U.S.C. §1407(d)
Correction Law, Article 6-C (Sex Offender Registration Act)
Doe v. Pataki, 1998 WL 230955 (S.D.N.Y. May 7, 1998)
Doe v. Pataki, 120 F.3d 1263 (2d. Cir. 1997), *cert. denied*, 118 Sup. Ct. 1066 (1998)

Adoption date: June 15, 2006

NOTIFICATION OF SEX OFFENDERS REGULATION

If the Superintendent of Schools receives a Notification to School District from the local law enforcement agency, the North Shore Schools will inform personnel and residents as necessary to fulfill their responsibility to protect children while in school care.

Specifically, a picture of the individual shall be provided to:

1. Building principals, who shall advise staff who regularly greet visitors;
2. Bus drivers;
3. The head custodian of each building, who shall advise custodians on duty when children are in the building;
4. Security personnel; and
5. Coaches.

The Superintendent or a designee shall send a list of all groups that regularly use school facilities when children are in attendance (day care providers, e.g.) to the local law enforcement agency with a request that the agency notify the groups. If the agency refuses to provide information to these groups, the Schools shall forward a picture of the individual to the leader(s) of such groups.

Any further inquiries shall be referred to the local law enforcement agency.

Adoption date: June 15, 2006

CHILD ABUSE IN A DOMESTIC SETTING

The Board of Education recognizes that because of their sustained contact with school-aged children, employees are in an excellent position to identify abused or maltreated children and refer them for treatment and protection.

The purpose of mandatory reporting is to identify suspected abused and maltreated children as soon as possible, so that such children determined to be abused or maltreated can be protected from further harm and, where appropriate, can be offered services to assist him or her and his or her family.

Pursuant to applicable law, any school official or employee who has reasonable cause to know or suspect that a child has been subjected to abuse or maltreatment will immediately report this to the Building Principal who will report the case to the New York State Child Abuse and Maltreatment Register, as required by law.

The report shall be made by telephone or by telephone facsimile machine on a form supplied by the Commissioner of Social Services. A written report shall be made within forty-eight hours to the appropriate local child protective service, and to the statewide Central Register for Child Abuse and Maltreatment.

School employees and officials will not contact the child's family or any other person to determine the cause of the suspected abuse or maltreatment. It is not the responsibility of the school official or employee to prove that the child has been abused or maltreated.

Any school official or employee who has cause to suspect that the death of any child is a result of child abuse or maltreatment must report that fact to the appropriate medical examiner or coroner.

In accordance with the law, any employee who fails to report an instance of suspected child abuse or maltreatment may be guilty of a Class A misdemeanor and may be held liable for the damages caused by the failure to report. The law grants employees and other persons who report instances of child abuse immunity in good faith from any liability that might otherwise be incurred.

The district will cooperate to the extent possible with authorized child protective services workers in investigations of alleged child abuse.

The school district shall maintain an ongoing training program which will address the identification and reporting of child abuse and maltreatment. Attendance at sessions of this training program shall be required of all district employees who come in contact with students. Attendance records shall be kept, and notations will be made in personnel files as to the dates of attendance.

The Superintendent shall develop, with input from appropriate personnel, a plan for implementation of such a training program, to be approved by the Board. In addition, the policy and regulations will be included in all employee handbooks and distributed annually to all personnel who are not covered under existing handbooks. The Superintendent will prepare and implement all regulations as are necessary to accomplish the intent of this policy.

A copy of this policy, along with the administrative regulations explaining the reporting requirements, shall be distributed to all members of the professional staff.

Ref: Child Protective Services Act of 1973, Social Services Law §§411 et seq.
Family Court Act §1012
20 U.S.C. §1232g (Family Educational Rights and Privacy Act)
45 C.F.R. §99.36 (Family Educational Rights and Privacy Act regulations)
Education Law §3209-a

Adoption date: June 15, 2006

CHILD ABUSE IN A DOMESTIC SETTING REGULATION

New York State Law (Child Protective Service Act of 1973, as amended) provides for reporting of suspected cases of child abuse by school personnel. These regulations are designed to implement this law within the district and to help protect students from the harmful effects of child abuse.

Definitions

The definition of child abuse and maltreatment is established by law.

Abused Child, according to Social Services Law and the Family Court Act, is a child less than 18 years of age whose parent or other person legally responsible for his or her care:

- a. inflicts or allows to be inflicted upon such child physical injury by other than accidental means which causes or creates a substantial risk of death, or serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any bodily organ; or
- b. creates or allows to be created a substantial risk of physical injury to such a child by other than accidental means which would be likely to cause death or serious or protracted disfigurement, or protracted impairment of physical or emotional health, or protracted loss or impairment of the function of any bodily organ; or
- c. commits, or allows to be committed, a sex offense against such child, as defined in the penal law, provided, however, that the corroboration requirements contained therein shall not apply to proceedings under this article.

Neglected or maltreated child, according to the Family Court Act, is a child less than 18 years of age:

- a. whose physical, mental, or emotional condition has been impaired or is in danger of becoming impaired as a result of the failure of his or her parents or other person legally responsible for his care to exercise a minimum degree of care:
 - (1) in supplying the child with adequate food, clothing, shelter, or education in accordance with provisions of Part One, Article 65 of the Education Law, or medical, dental, optometrical or surgical care though financially able to do so or offered financial or other reasonable means to do so; or

- (2) in providing the child with proper supervision or guardianship, by unreasonably inflicting or allowing to be inflicted harm, or a substantial risk thereof, including the infliction of excessive corporal punishment; or by using a drug or drugs; or by using alcoholic beverages to the extent that he/she loses self-control of his/her actions; or by any other acts of a similarly serious nature requiring the aid of the court; or
- b. who has been abandoned by his/her parent(s) or other person legally responsible for his/her care.

Person legally responsible includes the child's custodian, guardian, or any other person responsible for the child's care at the relevant time. Custodian may include any person continually or at regular intervals found in the same household as the child when the conduct of such person causes or contributes to the abuse or neglect of the child.

Impairment of emotional health and impairment of mental or emotional condition includes a state of substantially diminished psychological or intellectual functioning in relation to, but not limited to, such factors as failure to thrive, control of aggressive or self-destructive impulses, ability to think and reason, or acting out of misbehavior, including incorrigibility, ungovernability, or habitual truancy; provided, however, that such impairment must be clearly attributable to the unwillingness or inability of the parent, guardian, or custodian to exercise a minimum degree of care toward the child.

Reporting procedures and related information:

1. All district employees, including building administrators, teachers, registered nurses, doctors, psychologists or psychiatrists, and all other employees who come in contact with students are required to report all cases of suspected child abuse or maltreatment to the Building Principal.
2. The Building Principal is required to:
 - a. inform the Superintendent of Schools of the information received; and
 - b. either:
 - (1) phone the New York State Child Abuse and Maltreatment Center (800-342-3720) and inform them verbally of the problem; or
 - (2) contact the above agency by telephone facsimile machine on a form supplied by the Commissioner of Social Services; and
 - c. file a written report with the local child protective services agency and the statewide central registry of child abuse and maltreatment within forty-eight hours after the above report.

3. The Building Principal may take photographs or cause photographs to be taken of the areas of visible trauma on the child, and/or, if medically indicated, cause an examination to be performed. Such actions may be performed at public expense if they will provide appropriate documentation when filing the report. A camera and film shall be kept at the school and be available for this purpose.
4. The written report that must be filed shall include all information which the Commissioner of Social Services may require.
5. The school physician shall notify the appropriate police authorities or the local child protective service to take custody of any child the physician is treating, whether or not additional medical treatment is required, if he/she believes the child is in danger.
6. If it should be necessary for Child Protective Services to interview a child at school to ascertain whether he/she has been abused or maltreated, or to obtain documentation of such acts, the interview should be conducted in the presence of a school official, unless circumstances require otherwise. The school official shall examine and verify the credentials of Child Protective Services worker(s) before allowing such worker(s) to either interview the child or to examine the child's records. If sexual abuse is indicated, the presence of a same-sex staff member during the interview is appropriate.
7. The Superintendent can request a summary report of an investigation of a case referred to Child Protective Services. The adult subject of a case of suspected child abuse or maltreatment has a right to a copy of all information in the State Central register. Personnel have the right to request that information which would identify the individual making the report be withheld if furnishing such data might prove detrimental to the safety or interest of that individual.
8. All district employees who are required to report suspected child abuse shall be required to attend ongoing training sessions regarding identification and reporting of all cases of suspected child abuse.
9. All district employees who are required to report suspected child abuse shall be provided with a copy of these regulations and the related Board policy concerning child abuse and reporting requirements.
10. Only one report of any suspected abuse is required.
11. School personnel who, in good faith, make a report or take photographs of injuries and bruises have immunity from any liability, civil or criminal. The good faith of any person required to report cases of child abuse or maltreatment is presumed.

12. School personnel who have reasonable cause to suspect that a child has died as a result of child abuse or maltreatment shall report that fact to the appropriate medical examiner or coroner.
13. Any person required to report suspected cases of child abuse or maltreatment and who fails to do so may be found guilty of a class A misdemeanor and may be held civilly liable for the damages caused by this failure.
14. If a report of child abuse or maltreatment has been determined to be unfounded, all records, both in the State Central Register and in school files, shall be expunged.

Adoption date: June 15, 2006

STUDENT RECORDS

A cumulative record shall be maintained for each pupil from his or her entrance into school through grade twelve. Such records shall be used for the student's educational benefit and, as appropriate, for reporting to colleges or potential employers, consistent with federal and state statute.

The Board of Education recognizes its legal responsibility to maintain the confidentiality of student records. The procedures for ensuring the confidentiality of student records shall be consistent with state and federal law, including the Family Educational Rights and Privacy Act of 1974 (FERPA) and its implementing regulations.

The Board also recognizes its responsibility to ensure the orderly retention and disposition of the district's student records in accordance with Schedule ED-1 as adopted by the Board in policy 1120.

The Superintendent of Schools shall be responsible for ensuring that all requirements under law and the Commissioner's regulations are carried out by the district.

Contents of Student Records

Student education records are records, files, documents and other materials such as films, tapes, or other photographs that contain information directly related to a student and are maintained by the district or by a person acting for the district. They include, for example at least the following:

1. Personal and family data including certification of name and date of birth
2. Results of standardized and other testing, with the exception of NYS administered assessments which are not permitted to be placed in the student's permanent file
3. Medical reports
4. All achievement records, as determined by tests and teacher evaluations
5. Anecdotal reports
6. Pupil questionnaires
7. Records of conferences
8. Copies of correspondence with parents and others concerning the pupil
9. Disciplinary reports and records
10. Other records which may contribute to understanding of the pupil
11. Post-school records

All material in each cumulative record shall be treated as confidential and shall be directly accessible only to the professional staff of the schools and to the pupil's parents or guardian. Such sharing should be judicious and must contribute to the welfare of the student. Upon the request of the parents, all tests will be translated into meaningful terms.

Records not kept in an “official file” may still constitute an education record if they are identifiable to a student.

Annual Notification

At the beginning of each school year, the district will publish a notification that informs parents, guardians and eligible students currently in attendance of their rights under FERPA and the procedures for exercising those rights. This notice may be published in a newspaper, handbook or other school bulletin or publication. This notice will also be provided to parents, guardians, and eligible students who enroll during the school year.

The notice will include a statement that the parent/guardian or eligible student has a right to:

1. inspect and review the student’s education records;
2. request that records be amended to ensure that they are not inaccurate, misleading, or otherwise in violation of the student’s privacy rights;
3. consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent; and
4. file a complaint with the United States Department of Education alleging failure of the district to comply with FERPA and its regulations.

In addition, the annual notice will inform parents/guardians and eligible students:

1. that it is the district’s policy to disclose personally identifiable information from student records, without consent, to other school officials within the district whom the district has determined to have legitimate educational interests. For purposes of this policy, a school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel; a member of the Board of Education; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official performing his or her tasks. A school official has a legitimate educational interest if the official needs to review a student record in order to fulfill her or her professional responsibilities.
2. that, upon request, the district will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

3. that, upon request, the district will disclose a high school student's name, address and telephone number to military recruiters and institutions of higher learning unless the parents or eligible student exercise their right to prohibit release of the information without prior written consent.
4. of the procedure for exercising the right to inspect, review and request amendment of student records.

The district will provide translations of this notice, where necessary, to parents, guardians and eligible students in their native language or dominant mode of communication.

Directory Information

The district has the option under FERPA of designating certain categories of student information as "directory information." The Board directs that "directory information" include a student's name, address, telephone number, date and place of birth, major course of study, participation in officially recognized school activities or sports, weight and height if a member of an athletic team, dates of attendance, degrees and awards received, and most recent school attended.

Once the proper FERPA notification is given by the district, a parent/guardian or eligible student will have 14 days to notify the district of any objections they have to any of the "directory information" designations. If no objection is received, the district may release this information without prior approval of the parent/guardian or eligible student for the release.

The district may elect to provide a single notice regarding both directory information and information disclosed to military recruiters.

Cross-ref: 1120, School District Records
4321, Programs for Students with Disabilities Under IDEA and Part 89
5550, Student Privacy

Ref: Family Educational Rights and Privacy Act, 20 USC 1232g; 34 CFR Part 99
No Child Left Behind Act, 20 USC §7908
10 USC §503 as amended by §544 of the National Defense Reauthorization Act for FY 2002
Education Law § 225
Public Officers Law §87(2)(a)
Arts and Cultural Affairs Law, Article 57-A (Local Government Records Law)
8 NYCRR 185.12 (Appendix I) Records Retention and Disposition, Schedule ED-1 for Use by School Districts and BOCES

Adoption date: June 15, 2006

Revised: December 10, 2015

STUDENT RECORDS REGULATION

It is recognized that the confidentiality of student records must be maintained. The following necessary procedures have been adopted to protect the confidentiality of student records.

Section 1. Pursuant to the Family Educational Rights and Privacy Act (FERPA) it shall be the policy of this school district to permit parents/guardians and “eligible students” to inspect and review any and all official records, files and data directly related to that student, including all materials that are incorporated into each student's cumulative record folder. For the purpose of this regulation, “eligible students” are those students who are 18 or older or former students who are attending any school beyond the high school level. The rights created by FERPA transfer from the parents/guardians to the student once the student attains eligible student status. In addition, students over the age of 16 also have the right to inspect and review their own information.

Section 2. Parents/guardians or the eligible student will have an opportunity for a hearing to challenge the content of the student's school records, to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein.

Section 3. A letter shall be sent annually to parents/guardians of students currently in attendance and eligible students currently in attendance informing them of their rights pursuant to FERPA. The district shall provide translations of this notice, where necessary, to parents/guardians and eligible students in their native language or dominant mode of communication. (See Policy 5500 for further information on the notice requirements.)

Section 4. To implement the rights provided for in sections 1 and 2, the following procedures are adopted:

1. A parent/guardian or an eligible student who wishes to inspect and review student records shall make a request for access to the student's school records, in writing, to the Building Principal. Upon receipt of such request, arrangements shall be made to provide access to such records within 45 business days after the request has been received.
 - a. If the record to which access is sought contains information on more than one student, the parent/guardian or eligible student will be allowed to inspect and review only the specific information about the student on whose behalf access is sought.

- b. If the record is one which does not qualify as a student education record under FERPA, the request will be denied in writing within 45 business days of the date it is made.
 - c. If the request for access is denied, the Building Principal will advise the requester that he/she may appeal the denial to the Superintendent of Schools. The access denial appeal made to the Superintendent must be made in writing on a form provided by the Building Principal, within 30 days after the denial of access.
 - d. The Superintendent shall decide access denial appeals in writing within 14 business days of receipt of the appeal form.
 2. A parent/guardian or an eligible student who wishes to challenge the contents of the student's school records shall submit a request, in writing, within 90 business days of access to the record, to the Building Principal identifying the record or records which they believe to be inaccurate, misleading or otherwise in violation of the privacy or other rights of the student together with a statement of the reasons for their challenge to the record.
 3. Upon receipt of a written challenge, the Building Principal shall provide a written response indicating either that he/she:
 - a. finds the challenged record inaccurate, misleading or otherwise in violation of the student's rights and that the record will be corrected or deleted; or
 - b. finds no basis for correcting or deleting the record in question, but that the parent/guardian or eligible student will be given an opportunity for a hearing.
- The written response by the Building Principal shall be provided to the parent/guardian or eligible student within 30 business days after receipt of the written challenge. The response shall also outline the procedures to be followed with respect to a hearing regarding the request for amendment.
4. Within 30 business days of receipt of the response from the Building Principal, a parent/guardian or eligible student may request, in writing, that a hearing be held to review the determination of the Building Principal.
 5. The hearing shall be held within 60 business days after the request for the hearing has been received. The parent/guardian or eligible student shall be given written notice of the date, place and time of the hearing at least 45 business days in advance. The hearing will be held by the Superintendent, unless the Superintendent has a direct interest in the outcome of the hearing, in which case the superintendent will designate another individual who does not have a direct interest in the outcome of the hearing to hold the hearing.

6. The parent/guardian or eligible student shall be given a full and fair opportunity to present evidence at the hearing. The parent/guardian or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
7. The Superintendent or other individual designated by the Superintendent will make a decision in writing within 30 business days after the hearing.
8. After the hearing, if the Superintendent or the individual designated by the Superintendent decides not to amend the record, the district will inform the parent/guardian or eligible student that they have the right to place a statement in the record commenting on the contested information or stating why he/she disagrees with the decision of the district. Any statement placed in the record will be maintained with the contested part of the student record for as long as the record is maintained. Further, the statement will be disclosed by the district whenever it discloses the portion of the record to which the statement relates.

Section 5. Except to the extent that FERPA authorizes disclosure of student records without consent, student records, and any material contained therein which is personally identifiable, are confidential and will not be released or made available to persons other than parents/guardians or eligible students without the prior written consent of the parents/guardians or eligible student.

Exceptions to FERPA's prior consent requirement include, but are not limited to disclosure:

1. To other school officials within the district who have been determined to have legitimate educational interests.
2. To officials of another school, school system or post secondary institution where the student seeks or intends to enroll.
3. To authorized representatives of the Comptroller General of the United States, the U.S. Secretary of Education, or state and local education authorities in connection with an audit or evaluation of a federal or state supported education program or in compliance with legal requirements related to those programs.
4. In connection with the student's application for or receipt of financial aid.
5. To state and local officials or authorities in compliance with state law that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are being released.
6. To organizations conducting studies for, or on behalf of, education agencies or institutions, in order to develop tests, administer student aid, or improve instruction.
7. To accrediting organizations to carry out their accrediting functions.
8. To parents of a dependent student, as defined by the Internal Revenue Code.

9. To comply with a judicial order or lawfully issued subpoena. Prior to complying with a judicial order or subpoena, the district will make a reasonable effort to notify the parent/guardian or eligible student, unless the district has been ordered not to disclose the existence or content of the order or subpoena.
10. In connection with a health or safety emergency.
11. To teachers and school officials in other schools who have legitimate educational interests in the behavior or the student when the information concerns disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.
12. To provide information that the district has designated as “directory information.”
13. To provide information from the school’s law enforcement unit records.

Section 6. Whenever a student record or any material contained therein is to be made available to third persons, other than those covered by the exceptions authorized by FERPA, the parent/guardian or eligible student must file a written consent to such action. The written consent must specify the records to be released, the reasons for such release, and to whom. If the parent or eligible student so requests, the district will provide him or her with a copy of the records disclosed. In addition, if the parent of a student who is not an eligible student so requests, the district will provide the student with a copy of the records disclosed.

Section 7. Unless specifically exempted by FERPA, all persons requesting access to such records will be required to sign a written form which indicates the legitimate educational interest that such person has in inspecting the records. Such form will be kept with the student's file and will be maintained with the student’s file as long as the file is maintained.

Retention and Disposition of Student Records

The Board has adopted the Records Retention and Disposition Schedule ED-1 issued pursuant to Article 57-A of the Arts and Cultural Affairs Law, which contains the legal minimum retention periods for district records. The Board directs all district officials to adhere to the schedule and all other relevant laws in retaining and disposing of student records. In accordance with Article 57-A, the district will dispose of only those records described in the schedule after they have met the minimum retention periods set forth in the schedule. The district will dispose of only those records that do not have sufficient administrative, fiscal, legal or historical value to merit retention beyond the established legal minimum periods.

Adoption date: June 15, 2006

STUDENT PRIVACY

The Board of Education recognizes that student surveys are a valuable tool in determining student needs for educational services. Parents have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a U.S. Department of Education (DOE)–funded program. In addition, no minor student may, without parental consent, take part in a survey, analysis or evaluation funded in whole or in part by the U.S. DOE that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. religious practices, affiliations or beliefs of the student or the student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents/guardians shall have the right to inspect, upon request, any instructional material, used as part of the educational curriculum for students. “Instructional material” is defined as: “instructional content that is provided to a student, regardless of format including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). It does not include tests or academic assessments.”

A parent/guardian who wishes to inspect and review such instructional material shall submit a request in writing to the Building Principal. Upon receipt of such request, arrangements shall be made to provide access to such material to within 30 calendar days after the request has been received.

It is the policy of the Board not to permit the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information or providing it to others for that purpose. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services as permitted by law.

In the event of such collection, disclosure or use of personal information gathered from students, student privacy shall be protected by the school district pursuant to the requirements of FERPA.

Parent/guardians have the right to submit a written statement to opt their child out of participation in the following activities:

1. The collection, disclosure and use of personal information gathered from students for the purpose of marketing or selling that information, or providing it to others for that purpose. Upon request, parents/guardians have the right to inspect any such instrument before it is administered or distributed to their child. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to students or educational institutions, such as:
 - a. College or other postsecondary education recruitment, or military recruitment;
 - b. Book clubs, magazines and programs providing access to low-cost literary products;
 - c. Curriculum and instructional materials used in schools;
 - d. Tests and assessments used to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information for students or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments;
 - e. Student recognition programs; and
 - f. The sale by students of products or services to raise funds for school-related activities.

In the event of such collection, disclosure or use of personal information gathered from students, student privacy shall be protected by the school district pursuant to the requirements of FERPA.

2. The administration of any survey revealing information concerning one or more of the following:
 - a. political affiliations or beliefs of the student or the student's parent;
 - b. mental or psychological problems of the student or the student's family;
 - c. sex behavior or attitudes;
 - d. illegal, anti-social, self-incriminating or demeaning behavior;
 - e. critical appraisals of other individuals with whom respondents have close family relationships;
 - f. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
 - g. religious practices, affiliations or beliefs of the student or the student's parent; or

- h. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents/guardians and eligible students, shall also have the right to inspect, upon their request, a survey created by a party other than the U.S. DOE before the survey is administered or distributed by a school to a student. Such requests must be submitted, in writing, to the Building Principal with a response to be at least two weeks in advance of any survey to be given.

- 3. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law.

Parents/guardians and eligible students shall be notified at least annually, at the beginning of the school year, and when enrolling students for the first time in district schools of this policy. The school district shall also notify parents/guardians within a reasonable period of time after any substantive change to this policy.

Cross-ref: 5420, Student Health Services
5500, Student Records

Ref: 20 USC §1232h (No Child Left Behind Act)
34 CFR Part 98
Education Law §903

Adoption date: June 15, 2006

STUDENT VOLUNTEERS FOR SCHOOL AND PUBLIC SERVICE

The Board of Education recognizes the social and scholastic benefits derived from student participation in various community-sponsored activities. However, neither an individual nor the school as a whole shall be permitted to use school time in working on community-sponsored projects unless such an undertaking is deemed to contribute to the educational program.

This policy will be administered expressly to avoid exploitation of student labor. The administration has the responsibility to develop procedures for community groups to request student involvement during school hours, as well as guidelines for the consideration of such request.

Adoption date: June 15, 2006

STUDENT FEES, FINES AND CHARGES

The school district will provide students with texts, supplementary texts and other supplies necessary for their academic work. The Board of Education will make every effort to provide all equipment, books, and materials required to meet the goals of the educational program.

Students or their families may be required to purchase certain minor supplies such as pencils, pens, paper and notebooks, except that the district shall provide for any student who is unable to pay.

Students are responsible for all materials loaned to them by the district, and will be charged for any and all losses or damages beyond normal expectancy

Adoption date: June 15, 2006

Revised: January 17, 2013

STUDENT FEES, FINES AND CHARGES REGULATION

For the purpose of this procedure, student supplies are separated into two categories:

1. Schools (the District) are responsible for:
 - Materials that schools retain for long term use by different students
 - Materials which must be standardized
 - Materials that are not readily available for students to purchase directly

2. Students are responsible for:
 - Materials which will not be later used by other students
e.g. Review books which will be used for review not as texts; periodicals.

 - Materials which do not have to be standardized
e.g. Pencils, pens, crayons, markers, glue sticks.

 - Materials which should be standardized but are nonetheless readily available
e.g. 8 ½ x 11 notebook paper.

Adoption date: June 15, 2006

ACCOUNTABILITY FOR SCHOOL PROPERTY

Students are issued various materials throughout the year (textbooks, calculators, digital mobile devices, etc.) for which they are held responsible. In the event that any of the materials are destroyed, defaced or lost, the student will be issued an accountability slip – that is, a requirement to pay an amount of money in lieu of the material issued. Destruction or defacement of school property in any form will result in serious disciplinary action. Should materials become lost during the school year, the student is to report this to his/her teacher and make arrangements to pay for the replacement. Students who owe an accountability will be unable to attend any formal social function (i.e. sports night, prom, etc.) until it is paid. In the case of seniors, caps and gowns for graduation will not be issued until all accountabilities are settled by the student.

Adopted: February 17, 2011
Revised: January 17, 2013

VIOLENT OR DISRUPTIVE INCIDENT REPORTING

The Board of Education is committed to promoting and maintaining the safety of all students, staff and visitors to the schools. Consistent with this commitment and in accordance with state law and regulation, the district shall submit an annual report to the Commissioner of Education regarding violent or disruptive incidents in the form prescribed by the Commissioner.

Reporting Requirement

Each Building Principal shall be responsible for preparing on regular basis a report of all the violent or disruptive incidents that have occurred in the building and forwarding the report to the Superintendent of Schools. The Superintendent shall be responsible for compiling the reports received from the Building Principals into the annual report and submitting the report to the Commissioner. The report shall contain all the information required by law and shall be filed with the Commissioner on or before September 30 of each year.

Each Building Principal shall be responsible for assuring that copies of each report at the building level are retained for the period prescribed in the records retention schedule issued by the State Education Department and published as Appendix I to the Commissioner's Regulations.

Confidentiality

Any violent or disruptive incident report prepared in accordance with law shall be available for inspection by the State Education Department upon request. All names and other personally identifiable information included in any report shall be confidential and shall not be disclosed to any person for use by any person for purposes other than the reporting purposes in Education Law §2802, except as otherwise authorized by law.

Ref: Education Law §2802 (Uniform Violent Incident Reporting System)
8 NYCRR 100.2 (gg) (Uniform Violent Incident Reporting System)
8 NYCRR 185.11 (Appendix I) (Records Retention and Disposition Schedule ED-1)

Adoption date: June 15, 2006