OWEN D. YOUNG
CENTRAL SCHOOL DISTRICT
Student /Parent Handbook
2026-2027



Owen D. Young Central School District
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MISSION/VISION STATEMENT

OWEN D. YOUNG CENTRAL SCHOOL
TOGETHER TOWARD EXCELLENCE

MISSION

The mission of the Owen D. Young Central School District is to provide an excellent educational environment in which all students can achieve success and become contributing citizens.

VISION

Through a dynamic partnership with all members of our diverse community, the Owen D. Young Central School District strives to achieve a nationally recognized educational system focused on student achievement and well-being.

SCHOOL INFORMATION

BOARD POLICY ON NON-DISCRIMINATION

The Owen D. Young Central School Board of Education does not discriminate in hiring practices or membership and/or participation in any curricular or extracurricular activities on the basis of race, sex, marital status, color, religion, national origin or any disability.

SCHOOL PHONE NUMBERS

Main Office	(315) 858-0729
Student Services Office	(315) 858-0729
Nurse's Office	(315) 858-0729
Special Education Chairperson	(315) 858-0729
Business Office/Transportation	(315) 858-0336
School Fax Number	(315) 858-2019
Athletic Director	(315) 858-0729

BOARD OF EDUCATION

Mrs. Quendryth Marshall	President
Mrs. Holly Pullis	Vice-President
Mr. Ethan Durham	Board Member
Mrs. Adriana Snyder	Board Member
Mrs. Ashley McFarland	Board Member

ADMINISTRATION

Mr. Brennan M. Fahey	Superintendent
Mr. Fredrick Seifried	Business Manager
Mrs. Christine Tucker	Principal

STUDENT SERVICES

Ms. Laura Eysaman	School Counselor
Ms. Diane Rockwell	Social Worker - CSE/CPSE Chair
Ms. Sarah Roselli	Work Based Coordinator

TRANSPORTATION DIRECTOR

Mr. Brennan Fahey

ATHLETIC DIRECTOR

Mr. Mark Dunn

OFFICE PERSONNEL

Mrs. Deb Miller	Superintendent's Secretary
Mrs. Caitlen Richvalsky	Student Services Secretary/District Clerk
Ms. Suzanne Giachetti	School Nurse
Mr. Fred Seifried	District Treasurer
Ms. Carri Clements	Account Clerk

SCHOOL FACULTY

Ms. Heather Edwards	Kindergarten Teacher
Ms. Katelyn Kwiatkowski	Grade 1 Teacher
Mrs. Kristi Baggetta	Grade 2 Teacher
Mr. Dakota Dingman	Grade 3 Teacher
Mrs. Erin Folts	Grade 4 Teacher
Mr. Steve Lavoie	Grade 5 Teacher
Mrs. Sara Valenta	Grade 6 Teacher
Mrs. Terri Steinbacher	Reading Specialist
Mrs. Elizabeth Mayton	Elementary Math Co-Teacher
Ms. Lisa Wilber	Library Specialist
TBD	Special Education Teacher
Ms. Olivia Porter	Social Studies
Mr. Kit Hutchinson	Social Studies/English
Ms. Jenna Bragas	English
Ms. Deb Bronner	Science
Ms. Denise Snell-Hayes	Science/Special Education
Mr. Luke Brach	Mathematics
Mrs. Stacey Mayne	Mathematics
Mr. John Gardner	Art K-12

Mrs. Meagan Gross	Physical Education/ Health
Mr. Jace Fox	Physical Education
Ms. Jessica Pollak	Music K-12
Ms. Mckensey Periard	Technology/Agriculture
Mr. Scott Walker	MORIC Technology Support
Mr. James Luckman	MORIC Technology Coordinator
Mr. Kevin Parkhurst	MORIC Technology Support

TEACHER ASSISTANT/AIDE

Ms. Stacia Guzik
Ms. Samantha Brigham
Ms. Courtney Gay

CAFETERIA

Ms. Tonya Toner	Food Service Helper
Mrs. Beverly Grescheck	Food Service Helper
Ms. Cathy Ward	Food Service Helper

DIRECTOR OF BUILDING AND GROUNDS

Mr. Rob Walker	Facilities Director

CUSTODIAL STAFF

Mr. Chandler Herringshaw	Maintenance
Mr. Christopher Mayton	Cleaner/driver
Mr. Michael Oldick	Cleaner/driver
Mr. Scott Stephens	Cleaner
Mr. David Handy	Cleaner

BUS DRIVERS

Mr. John Voght	Driver
Mr. James Oldick	Driver
Ms. Carri Clements	Driver
Mrs. Randy Hula	Driver

STUDENT HANDBOOK OVERVIEW

The intent of this student handbook is to provide students, parents, and teachers with specific information regarding policies and procedures for Owen D. Young Central School. This handbook covers information pertaining to students in all grades. All aspects of a student's school life including academic achievement, extra-curricular activities, athletics, school discipline, and personal issues are addressed. It is important that everyone understands the expectations that are placed on each student who attends Owen D. Young Central School. Having a clear understanding of graduation requirements, behavioral expectations, athletic and activity opportunities is extremely important to ensure a more successful school experience.

We at Owen D. Young Central School are here to work with all students and parents to ensure that each student:
• Experiences success
• Positively contributes to our school community
• Takes advantage of every opportunity available
• Has a concrete plan for his/her future
We welcome input and suggestions from parents and members of our community.

CARE OF SCHOOL PROPERTY

Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school. Students, who disfigure property, break windows or administer other damages to school property and/or equipment will be required to pay for the damages done or replace the item. If a law is broken while damaging the building, a referral will be made to the local law enforcement agencies, and discipline will be administered according to the discipline policy.

Textbooks supplied to students are the property of the school and are lent to students for a limited time. Students and parents shall be held financially responsible for lost or damaged books. Reimbursement for lost or damaged books is expected. Reports cards, transcripts, diplomas, etc. will be held by the school until all financial obligations are met.

CAFETERIA

Hot lunches are served daily. Menus are sent home on a monthly basis and are available on the school district website. A breakfast program is available at minimal cost and qualifies under the free and reduced meal program. If you would like, you may send in the money for breakfast and lunch in advance, by the week or by the month. Milk is purchased separately.

Owen D. Young Central School participates in the federal government lunch program. You may apply for free or reduced lunches at any time throughout the school year in the main office. Snack is not included as part of the free and reduced lunch program.

Lunch and extra items are sold a la carte. Students are expected to eat a complete lunch before they spend money on snack items or ice cream.

SNACKS

Primary grade students have a snack time, either in the morning or in the afternoon, based on their lunch time. Students usually bring in a daily snack for themselves. We encourage parents to provide their children with healthy snack foods for this break in their academic day. On occasion, students are asked to bring in a snack for the entire class. For the health and safety of all students, we ask that the snacks be pre-packaged crackers, cereal, cookies, etc. Please send in homemade baked goods only on special occasions, such as a birthday celebration.

During lunch periods, high school students are expected to report to the cafeteria. **Students are not to take open food or drinks out of the cafeteria.** Students may buy snacks and drinks for practices but cannot open them until after school. All snacks purchased in the cafeteria for secondary students will end 10 minutes prior to the conclusion of their lunch period.

Students may carry water bottles or water that is in a clear container. Dyes cannot be added to the water or flavoring packets that prevent the water from being clear. Fruit, such as strawberries or lemon slices may be added.

LIBRARY/MEDIA CENTER

All students are encouraged to use the Library/Media Center facilities on a regular basis. Books may be signed out for a two-week period. Periodicals and reference books may not be removed from the library. Our collection is always being improved and the use of computer searches allows us to obtain books and periodicals from other school libraries when needed.

The electronic card catalog is available for all students to use, as are several computerized data bases, research materials and periodical index. Our full-time librarian is available to assist students with research projects and encouraged to integrate library skills in regular classroom units in coordination with classroom teachers.

Students and parents shall be held financially responsible for lost or damaged books. Reimbursement for lost or damaged books is expected.

TOYS AT SCHOOL

Often, elementary children like to bring a toy with them to school. We do try to provide fully equipped classrooms with many different activities for children to explore during their free play or recess time. If your child chooses to bring a toy from home, he or she is responsible for that toy. Please discuss with your child that he or she should not loan or give things to other students. NO TOY GUNS OR WEAPONS OF ANY KIND ARE ALLOWED AT SCHOOL.

LOST AND FOUND

Each year numerous personal items are left in the school. The school is not responsible for these items. Students should check outside the nurse's office for lost items.

SCHOOL CALENDARS & LUNCH MENUS

Our school sends home monthly breakfast/ lunch menus and calendar which includes the month's breakfast options and daily lunch menu. Look for students to bring home the menu and calendar by the first of each month. The monthly calendar communicates yearly scheduled events, days off, etc.

RECESS

Teachers may provide an outdoor break which includes physical activity which helps to keep students mentally sharp. Please be sure that your child has appropriate clothes to go outside. We will not be able to allow students to participate in outdoor activities if they are not dressed appropriately.

CLUBS AND ORGANIZATIONS

The Owen D. Young Central School District offers a number of extracurricular activities for students. In addition to the activities and sports listed below, there are a number of informal groups that students are encouraged to participate in. Students who are active in their school usually do better academically than those who choose not to participate. If there is an activity that is not listed, talk to the principal or your class advisor about getting a new activity started.

High School Clubs and Sports:

Art Club	Student Council
Ski Club	Soccer
Drama Club	Basketball
Science Club	Volleyball
Junior National Honor Society	Golf
National Honor Society	Track
Technology Club	Bowling
Clay Target Club	CFES
Robotics	Cheerleading
Future Farmers of America	

Class Advisors:

Class of 2027 (12)	Ms. Brigham
Class of 2028 (11)	Mr. Hutchinson
Class of 2029 (10)	Mrs. Mayton
Class of 2030 (9)	Mrs. Miller
Class of 2031 (8)	Miss Periard
Class of 2032 (7)	Mr. Brach

Elementary Clubs and Sports:

Green Team – Grades 4-6	Mrs. Steinbacher
Ski Club – Grades 5 - 12	TBD

High school organizations sometimes offer activities for elementary students after school. Sweetheart dance and movies are examples of activities that have taken place in the past. Look for announcements about these events!

Some school-sponsored activities sometimes charge a fee and require transportation home if not scheduled around the late bus. We will not be able to let students stay after school without your written consent. Please send in a permission slip or note granting permission for your child to stay for such an event.

NATIONAL HONOR SOCIETY

National Honor Society meets on selected dates throughout the year.

Selection Procedures

A student's selection as a National Honor Society member will be based on the four criteria established by the National Honor Society: scholarship, service, character, and leadership.

At the end of the first semester, the guidance counselor will compile a list of the senior high school (10-12) students who have maintained a cumulative academic average of or above and a minimum of six quarters at Owen D. Young for their years in high school. Any student with an 85 or above average will be determined to have met the scholarship requirement for membership in the National Honor Society.

All eligible students will be invited to complete an application packet in order to be considered for induction. The application process will include:

1. Completion of the NHS Resume
2. Letter of Recommendation from an individual outside of school
3. A personal statement on why they represent the characteristics of the NHS and how they will use the qualities to contribute to the organization.
4. Teacher Recommendations from four (4) teachers.

Once all materials have been returned by the designated due date, the advisor will review and evaluate materials based on the established rubric and complete a summary sheet of the student's ratings. All candidates will be presented to the Faculty Council, with those earning 80% of the rubric points being recommended for induction.

Induction into the National Honor Society is held at a ceremony after the 2nd quarter.

NATIONAL JUNIOR HONOR SOCIETY

Membership in the National Junior Honor Society is open to 8th and 9th grade students. At the end of the 2nd Quarter, the guidance counselor will compile a list of 8th and 9th grade students who have maintained a cumulative academic average of 85 or above for a minimum of six quarters at Owen D. Young beginning their 7th and 8th grade years. Students will be selected after the second quarter of each year. Selection will be based upon the criteria established by the National Junior Honor Society. These criteria are: scholarship, character, leadership, and citizenship. The selection procedure is similar to that of the National Honor Society detailed above.

Students who fall below the standards by which they were admitted will be subject to removal from the organization (NHS or NJHS) by the Faculty Council. See criteria below.

1. Students who fail to maintain an 85 average will be given a warning.
2. If a student on warning fails to return to an 85 average or better by the next marking period, they will be placed on probation, which means they will still be members of the Honor Society, but will not be allowed to participate in its activities.
3. If a student is on probation and fails to return to an 85 average or better, the Honor Society Faculty Council will review that student's progress and may remove them from the Honor Society.
4. The Faculty Council may also review students for failing to maintain the core principles of the Honor Society: scholarship, service, leadership, and character.

ACADEMIC ASSISTANCE CLASSES

Any student in grades 7-12 who meet one or more of the qualifications listed below will be assigned academic assistance classes to assist in closing the identified academic gap.

1. Students who score a 1 or 2 on any state required exams in Math/ELA or Science are identified by the state to be below grade level and highly unlikely to meet the state requirements for graduation in the subject areas tested.
2. Students with a report card grade under 80 who have been identified by the district to have a need for extra help in order to score a 3 on state assessments or 65 on state required regents' exams.

Removal from academic assistance classes:

i. Students scoring a 1 or 2 on state assessments must demonstrate 2 marking periods of an 80 or above in the subjects identified.

TECHNOLOGY USE GUIDELINES

1. Computer use is a privilege; respect that privilege.
2. You are responsible for taking care of the chrome books, laptops and electronic devices assigned to you. Use them as a tool to aid in your education.
3. Computers are to be used for educational purposes (word processing, research, etc.). *Non-instructional games may not be played during school hours*. Teachers will set classroom guidelines for computer usage.
4. Students must be supervised by a staff member when using computers.

5. ***Use only those programs and files authorized for your use and only for the purpose for which they are authorized.***
6. No food or drink should be near an electronic device.
7. Respect others' privacy. Do not look at others' files without permission; do not take others' files and pass them off as your own; do not take or share passwords.
8. You will be held accountable for activities performed by others using your password and login.
9. You must abide by all copyright laws and all federal and state laws and regulations pertaining to computers.
10. You are responsible for reporting to a teacher any missing components, damage or otherwise atypical situations/problems.
11. ***You will be responsible to pay any expenses incurred for unauthorized computer use or abuse.*** Disciplinary action will be taken for unauthorized computer use or abuse.

STUDENT SERVICES

School Counseling Program and Guidance Office

Our School Counselor engages students in academic, career and social emotional development. The program promotes the success of our students by emulating the models created by the American School Counselor Association (ASCA) and New York State School Counselor Association (NYSSCA). In addition, School Counselors lead our efforts toward excellence in the areas of Student Dignity and the achievement of New York State's Standards for Career and Occupational Studies. (CDOS). In order to develop an effective program our School Counselors are committed to the use of data and the building of partnerships with all stakeholders in the community.

School Counselor delivery methods include, but are not limited to:

- Classroom Guidance Lessons, Units and Seminars
    - Sample topics include the College and Job Searches, Financial Aid Process, Standardized Test Preparation, Academic Skill Development, Character Development and Bully Prevention
- Parent/Student Orientations
- Development of Paper and Electronic Career Portfolios that include career searches, ten year plans, interest inventories, etc.
- Career Days and College Fairs
- Conflict Resolutions
- Annual meetings with students in grades 7 thru 12 to discuss graduation requirements, course selection and post-secondary planning.
- Collaboration with Elementary and High School Staff
- Individual and Group Counseling to students at risk as noted by attendance, grades, teacher or parent referrals.
- Development of a website where community members can find connections to relevant information on local social-emotional, career and academic development.

The School Counselor also assists in the creation of master schedules, Individualized Education Plans (IEP), 504 Plans, responsive interventions and functional behavioral assessments (FBA).

The Guidance Department, is overseen by the School Counselor and supported by a Secretary. Their goal is to assist the administration in completing tasks vital to an institution of excellence. These tasks include, but are not limited to the creation of the honor roll, distributing schedules, collecting data, developing reports, etc.

Creating Student Schedules

Each spring all students in grades eight through eleven meet with the School Counselor to review their graduation plan and request courses for the upcoming school year. The schedule requests are based on graduation requirements and additional course electives a student wishes to take to create a major or explore other curricular areas. A student's course requests are then mailed home to their parents to review and sign, signifying that they approve and understand the courses their child will be taking. Parents are encouraged to contact the guidance office if they have any questions concerning the requested courses. Due to staffing, graduation requirements, and class numbers, not all requested classes may be scheduled. It is very important that all concerns regarding student schedules are brought to the attention of the School Counselor as soon as possible so that they can be rectified or an explanation can be given.

Student Drop/Add Procedure

The Drop/Add procedure involves the School Counselor, Teacher(s), Principal, Student, and his/her Parents. When the drop/add request receives the School Counselor approval, it indicates that the student may make this schedule change without affecting his/her graduation plans. All teachers involved with this change must initial next to their course. The student's parents must sign the bottom of this form, indicating their consent of this change. Anyone can refuse to initial/sign the form if they disagree with the change. This will result in a parent/teacher conference to discuss the long-range impact that this change may have. Changes and the long-term impact of these changes are carefully considered in all cases.

The fall semester Drop/Add process begins during the summer in August and lasts through the Friday of the first full week in September. Paperwork must be completed and returned to the Guidance Office by that date for the dropped course grade not to show on student records.

The spring semester Drop/Add process lasts through the second week of the new semester and only applies to the new semester courses. Specific dates for each time period will be posted each school year. If a student wishes to make a change after the Drop/Add has ended, a parent/teacher conference will be scheduled to discuss the change. All questions relating to scheduling or schedule changes should be directed to the Guidance Office.

Grades 7 and 8

Units of Study Requirements

By the end of Grade 8, a student must have completed the following units of study*:

SUBJECT UNITS OF STUDY
English 2
Social Studies 2
Mathematics 2
Science 2
Technology 1
Second Language (Spanish) 1
Physical Education 1
Art 1/2
Music 1/2
**One (1) unit of study is defined as a class that meets every day for forty weeks (40). Thus one-half (1/2) unit courses meet for twenty (20) weeks and one-quarter (1/4) unit courses typically meet for ten (10) weeks. The New York State Board of Regents mandates these requirements.*

Junior High Promotional Requirements

In grade seven (7) a student will carry a minimum course load of seven (7) units. A seventh grade student must earn **5** units to advance to 8th grade.

In grade eight (8) a student will carry a minimum course load of six and one half (6.5) units. An eighth grade student must earn **5.5** units to advance to ninth grade.

7th Grade Course Listing

English 7
Social Studies 7
Math 7
Science 7
Technology 7
Spanish A
Art
General Music
Physical Education

ELECTIVES:
Jr. High Band
Jr. High Chorus

8th Grade Course Listing

English 8
Social Studies 8
Math 8 or Algebra (accelerated)
Physical Science
Spanish IB

Technology 8
Physical Education

ELECTIVES:
Jr. High Band
Jr. High Chorus

Grades 9 – 12
Requirements for Graduation

New York Regents Diploma Credit Requirements from Owen D. Young - 24 Credits Required									
Diploma Type	**English**	**Social Studies**	**Math**	**Science**	**Health**	**Language other than English**	**Art or Music**	**Phys Ed**	**Sequence Courses/ Electives**
Regents Diploma	4	4	3	3	0.5	1	1	2	5.5
Regents Diploma with Adv. Desig.	4	4	3	3	0.5	3	1	2	3.5

Required Regents Exams and Assessments for a Regents Diploma
One option is for students to pass the five regents exams listed below with a score of 65 or better. The other option is for students to pass the four regents exams noted below and a pathway assessment.

- Comprehensive English
- Mathematics (Any one)
- Social Studies (Global History or US History)
- Science (Any one)
- One Additional Regents or Pathway Assessment (Details about courses that have a pathway assessment are available through the School Counselor.)

With Honors:

The "with honors" designation is added to either the Regents or Advanced Regents Diploma for students with an average score of at least a 90 on all required Regents exams.

Required Regents Exams for Regents Diploma with Advanced Designation

Passing the following Regents exams with a score of 65 or better is required for a Regents Diploma with Advanced Designation:

- Comprehensive English

- Mathematics (All three)
- Global History
- US History
- Science (One physical and one life science)
- A Sequence in one of the following:
    - Language Other than English (Spanish) – 3 credits
    - Fine Arts – 5 course units, including Studio Art and Comprehensive Foundations of Music.
    - Technology – 5 course units, including Design and Drawing for Production and Career and Financial Management.

*Students may use scores on two alternate exams to qualify for a Regents Diploma with Advanced Designation. Please see the School Counselor for further clarification.

Required Exams for Regents Diploma with Advanced Designation and Mastery

Students may earn a Mastery endorsement in Math, Science or both. The criteria is the same as for an advanced regents, but with scores of 85 or higher on three exams in each content area. For example:

- Math Mastery: 85 or better on the Algebra, Geometry and Trigonometry Regents.
- Science Mastery: 85 or higher on the Earth, Living Environment, Chemistry or Physics Regents.

HS MINIMUM ACADEMIC LOAD:
6 full-time courses per high school year or as approved by administration.

Grade Placement is determined by the number of credits earned

- Freshman: under 6 credits
- Sophomores: 6-11.5
- Junior:12-17.5
- Senior: 17.5 and above

GRADING

Owen D. Young Central School uses a numerical grading scale from 0-100%. A passing grade on all tests, quizzes, projects and courses is 65%. A passing grade for all Regents exams is 65%.

Colleges or scholarships may need grade point averages to be converted to letter or 4.0 scale. The following is the conversion policy that Owen D. Young Central School uses.

NUMERIC GRADE CONVERSION: 4.0 SCALE GRADE CONVERSION

A	93-96	3.7
A-	90-92	3.3
B+	87-89	3.0
B	83-86	2.7
B-	80-82	2.3
C+	77-79	2.0
C	73-76	1.7
C-	70-72	1.0
D	65-69	.7
F	0-64	0

HONOR ROLL

Honor: Students in grades 6-12 who obtain an average of 85 or higher for the quarter

- Any of these students who have a quarter grade of 70 or less or an INC (incomplete) for any subject, are not eligible for the Honor status.

High Honor: Students in grades 6-12 who obtain an average of 90 or higher for the quarter.

- Any of these students who have a quarter grade of 70 or less or an INC (incomplete) for any subject, are not eligible for High Honor status.

Superintendent's List: Students in grades 6-12 who obtain an average of 95 or higher for the quarter.

- Any of these students who have a quarter grade of 70 or less or an INC (incomplete) for any subject, are not eligible for the Superintendent's List.

CLASS RANK

The ranking for senior class standing (final mark average) occurs after the 3rd marking period of the senior year. Valedictorian and Salutatorian are then determined from these rankings. *To be considered for either honor a student must have attended Owen D. Young for a minimum of three (3) full academic years prior to graduation from grades 9 through 12.* Grades for all classes, except physical education, will be computed and carried out to two places (hundredths spot) and not rounded off. If ties occur, the award is shared. These rankings will not be refigured in June.

Marks used will be from the final average only. A Regents mark will not be used in lieu of a final average. Students are allowed to repeat a Regents exam but the final average will not be refigured.

Courses taken in the 2019/20 school year and beyond will receive a weight of 1.05 and include Pre-Calculus, Algebra II/Trig, Honors English 11, Regents Physics, Regents Chemistry, Spanish III, and all College Now electives.

TRANSFER OUT

The student must complete check-out procedures through the guidance/registrar's office. Records will be forwarded upon receipt of a request from the receiving school and a release form signed by the parent/guardian at the office.

INCOMING STUDENTS

All students are required to meet with the guidance department and screened for health, academic progress, giftedness and possible learning problems. Students may be required to have additional evaluation to determine if they may qualify for extra educational services.

CHANGE OF ADDRESS

Students are requested to notify the main office immediately of any change of address or change of telephone number. This information is needed for legal accounting purposes and the students' welfare in case of an emergency.

WORKING PAPERS

Working papers can be obtained from the main office for students fourteen years old and older. A doctor's physical exam and parent's signature are required.

HOMEWORK EXPECTATIONS

Homework is usually graded and included in the course grade and in most classes will be assigned nightly and on weekends. Students will be informed by their classroom teachers as to the homework and classroom grading policy. Nightly assignments in total should generally not exceed:

Grade 1: 10 minutes Grade 4: 40 minutes

Grade 2:	20 minutes	Grade 5:	50 minutes
Grade 3:	30 minutes	Grade 6:	60 minutes

Grades 7-8: 60 to 90 minutes
Grades 9-12: 90 to 120 minutes

VIRTUAL LEARNING DAYS

It is crucial to establish that virtual learning, although at home, should be taken seriously and professionally. Students must work effectively with teachers in order to be successful and maximize this educational experience. Below is an etiquette guideline that will help ensure that when necessary your online experience is respectful, enriching, and productive.

Virtual Learning Etiquette

- *Attend meetings/virtual class or teacher contact appointments in their entirety to earn attendance and participation credit*
- *Quality school work is expected and crucial for success*
- *Wear proper attire if streaming*
- *Create an ideal educational workspace*
- *Minimize distractions*
- *Mute when not talking and/or experiencing background noises*
- *Give your full and focused attention*
- *Participate fully and ask pertinent questions*
- *Use Educationally appropriate words, grammar, and language*

Meet deadlines/due dates and check e-mail regularly

Virtual Learning Days will only occur if called by the superintendent due to weather or other emergencies.

WHEN ABSENT

Illness can spread quickly and easily in the classroom. If your child has a fever, severe cough, headache, sore throat or other symptoms of serious illness, it is advisable to keep your child home for the day. *Please call the school before 9 a.m. (315-520-7064*) to notify the nurse that your child will not be in attendance and to request homework. If the nurse is not available,

please leave a message on the nurse's answering machine, which includes your name, child's name, teacher's name, grade and reason for absence.

When your child returns to school, from an absence please have them bring a written excuse stating the date and reason for the absence. The school nurse will call or send a letter of reminder if an excuse is not received in a timely fashion (Education Law §3205 and §3210). The full attendance policy is printed below.

If your child is seriously ill and will not be able to attend school for a week or more, please contact the school as soon as possible to arrange tutoring. The school will provide a tutor to help your child keep up with the work he or she might miss during an extended illness.

ATTENDANCE AT SCHOOL, RULES AND REGULATIONS

OWEN D. YOUNG CENTRAL SCHOOL
COMPREHENSIVE ATTENDANCE POLICY

I. Objectives of Attendance Policy

District teachers shall work with the Administrators and Attendance Supervision Officer to create and implement classroom and school-wide based programs for excellent attendance, including but not limited to additional privileges, recognition events and awards, and other school traditions.

Education Law requires that the students enrolled in the Owen D. Young Central School District attend school every school day unless legally excused. The education program offered by this district is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose. Unwarranted absences (those which are not congruent with state regulations for acceptable absences), which especially occur at or near vacation periods, have highly adverse effects on the student as well as the entire educational program. Therefore, the Board of Education urges all parents to make every effort for their children to be in attendance.

The objectives of this attendance policy are:

1. To improve student learning through:
    1) Consistent student attendance
    2) Preservation of continuity in classes for presentation of content
    3) Improved class dynamics
2. To ensure sufficient pupil attendance of classes so that pupils may achieve state mandated education standards
3. To track student location for safety reasons and to account to parents regarding the location of children during school hours
4. To accurately track the attendance, absence, tardiness and early departure to and from the school

Since the above objectives can best be met through regular school attendance, students at the Owen D. Young Central School are required to maintain their attendance at a minimum level of 89% throughout the year. Students may make up work which is factored into the student's class average. Excessive absence for any reason that causes attendance to fall below the 89% mark will seriously jeopardize the student's ability to pass and/or receive credit for a course.

II. Attendance Definitions

Whenever used within the Comprehensive Attendance Policy, the following definitions apply.

1. Scheduled instruction: Every period that a pupil is scheduled to attend instructional or supervised study activities during the course of a school day during the school year.

2. Absences
   a) Excused: absences for illness, religious holidays, sickness or death in the family, court-ordered appearance, college visitations (prior approval from principal required), attendance at health clinics or other medical visits, military obligations, other instruction as approved by the superintendent. Notes must be handed in on the first day students return for make-up work.
   b) Unexcused: absences for all other reasons, such as hunting, family trips, work, etc. (No make-up work will be allowed unless prior approval from principal)
   c) Truancy: absent from school without consent of parent or guardian

3. Early departure: The pupil leaves prior to the end of the pupil's scheduled instruction

4. There will be no discrimination between legal and unexcused absences as far as consequences imposed under these regulations are concerned.

5. Tardiness
   a) Legal: when a student arrives late to school, the student is to sign in at the Main Office. It is the student's responsibility to present the nurse with a signed note from a parent/teacher at that time or considered unexcused.
   b) Unexcused: when a student is late to class or school and fails to produce a pass or a note. No make-up work will be allowed.

6. Students more than 15 minutes late to a class will be considered absent for that class.

7. A student will be considered absent if an administrator removed the student from a class for disciplinary reasons. A student assigned to in-school suspension will receive no class participation points for the day.

8. Students who are absent from school on a given day for more than 50% of the scheduled day or 3 1/4 hours may not participate in any after-school extra-curricular activities. Normally, this means that students must arrive at school by 11:30 a.m. in order

to participate in after school activities. Pending upon administrative approval, exceptions could be made.

9. Absences caused by conflicts within the school program will be resolved on an individual basis by the teachers and administrators involved and will not be counted as an absence. These arrangements should be completed in advance whenever possible.

III. Coding System

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

L Legal
E Excused (School Events)
H In-house Suspension
I Illegal Absence
R Truant
S Suspended (Out-of-School)
T Tardy
U Unexcused Tardy
M Music Lesson
N Nurse
O Out of School Suspension with Instruction
A Class Absence
PC Parent Conference
Med Medical
ED Early Dismissal
D In-school Detention
Regents day Regents Day

IV. Strategies and Incentives to Encourage Student Attendance

A. Minimum Attendance for Course Credit and steps taken to prevent loss of credit

1. In a full-year course that meets 180 days a year, students may lose credit if their absences exceed 27 total absences for the year and they are failing a course at that time. In half-year or every other day courses that meet 90 days a year, students may lose credit if their

absences exceed 14 total absences for the half-year course and they are failing at that time.

2. In cases of medical emergency or extended illness requiring extended absence from school, it is the responsibility of the parent or guardian to notify the school that such a condition exists. The failure to do this in a timely fashion may jeopardize the student's ability to receive course credit. Students and their families must make arrangements with the school for a supervised program of home study as soon as possible. After receiving medical documentation that a student's medical condition requires home tutoring, the district will provide a tutor for the student.

3. In cases where a student has been given a long-term (i.e., greater than 5 days) out-of-school suspension for disciplinary reasons, the days spent on suspension will count against the student in loss of credit if the parents or guardians of the suspended student refuses tutoring services.

4. At the end of each marking period, the attendance officer will review the report cards for the total number of absences that a student has accumulated in each class. When a student reaches or surpasses 9 absences for full year classes or 5 absences for half-year classes, the attendance officer will notify students and parents or guardians by letter of the dangers of credit loss. Students and parents or guardians may request a meeting at that time if they wish.

5. At the end of the marking period in which the student reaches or surpasses 13 absences for full-year courses or 7 days for half-year courses, an attendance hearing will be held. The purpose of this hearing will be to review attendance records, to give students and parents an opportunity to verify absences, to assess the underlying causes of absences, to develop a remedial plan to improve attendance and to establish an attendance contract which will prevent a loss of credit. The emphasis in this hearing will be on helping the student to correct the problems leading to absence. This may include referral to an appropriate social service agency, referral to counseling, participation in a dropout prevention program, etc.

6. At the end of the marking period in which the student exceeds the maximum number of yearly absences allowed (27 for a full year course and 14 for a half year or every other day course), a denial of credit hearing will be held. This hearing will be conducted by the superintendent, who will determine the appropriate course of action suited to the individual circumstances of the student. The consequences may include full or partial credit loss.

B. Notice of Absences

If a student is to be absent on a school day, parents should call the Nurse's Office (315) 520-7064 at the school by 9 a.m. to inform the school and to request assignments. If a pupil is marked as absent from school and if the school has not been notified of a pupil’s absence, the district shall attempt to contact the pupil’s parent(s) or person in parental relation to learn the nature of the pupil’s absence and notify the parent that the pupil has not arrived at school.

The student must present a written excuse, signed by parent/legal guardian, on the day he/she is returning to school following each absence. An absence will be considered unexcused unless school authorities are informed otherwise.

The school will call home when a student does not bring a written excuse to the nurse's office, explaining the absence or tardiness. If phone contact is unable to be made or if the student has three or more unexcused absences or tardies, a letter will be sent home reminding parents about the policies regarding attendance and the consequences of having unexcused absences or tardies. A parent may request a conference to discuss the absences or tardies with the attendance officer.

C. Academic Consequences of Absences and Tardies

1. All students are encouraged to obtain and to complete make-up assignments to compensate for their absences. Compensation in this context refers only to a student's academic average. However, the absence will still count as an absence in a loss of credit hearing should the student's yearly attendance rate drop below the minimum level of attendance required for course credit.

2. In order to compensate academically for an absence, it is the responsibility of the students to request make-up work from their teachers on the day the student returns to school after an absence. (If unexcused there will be no make-ups) Individual teachers will determine the make-up work required and establish both the procedures and the time guidelines. Ordinarily, a student will have one day for each day absent to make up work. Students who fail to follow these procedures and time guidelines will forfeit the right to make up work and will receive a zero on that assignment.

3. Excessive absence may seriously compromise the student's ability to pass and/or to receive credit for a course.

4. Tardiness is disruptive to the education of both the tardy student and to the other students in the class. In cases of repeated tardiness, students fail to demonstrate the appropriate learning behaviors required of students in a classroom.

D. Disciplinary Consequences of Absences and Tardies

1. Whenever a student is absent from school for either the whole day or part of the day, the student is required to provide a written note from a parent or guardian explaining the reason for the absence. This note must be given to the school nurse on the day after returning to school from an absence. The failure to provide a note within this period of time will cause the absence to be classified as unexcused.

2. Attendance code violations (unexcused absences, truancies, class skips, and unexcused tardies) are disciplinary infractions that violate both the educational laws of New York State and the discipline and attendance policies of the school district. Consequences for

such violations will be determined individually according to the school's Code of Conduct.

3. Students who accumulate a total of 12 unexcused class absences in a year shall be deemed chronic attendance code violators. Three unexcused tardies equals one unexcused absence.

4. For the purpose of disciplinary hearings, students classified as chronic attendance code violators will be deemed to have committed serious infractions of the school's disciplinary code and such infractions will warrant more severe penalties. Subsequent attendance code violations will be dealt with progressively within the context of the school's disciplinary code.

5. If a student accumulates seven unexcused absences, a hearing will be held with the Superintendent. The purpose of this hearing will be to review attendance records, to give students and parents an opportunity to verify absences, to assess the underlying causes of absences, to develop a remedial plan to improve attendance and to establish an attendance contract which will prevent a loss of credit. The emphasis in this hearing will be on helping the student to correct the problems leading to absence. This may include referral to an appropriate social service agency, referral to counseling, participation in a dropout prevention program, etc.

E. Incentives

District teachers shall work with the Administrators and Attendance Supervision Officer to create and implement classroom and school-wide based programs for excellent attendance, including but not limited to additional privileges, recognition events and awards, and other school traditions.

F. Intervention Strategy Development

The administration shall meet after each marking period with the Attendance Officer and other teachers as administration determines necessary to review student attendance records, address identified patterns of unexcused pupil absence, tardiness and early departure, and review current intervention methods. Where the administration determines that existing intervention policies or practices are insufficient, the superintendent shall notify the Board of Education prior to its annual review of the building's attendance records, of both insufficient practices and any proposed changes needing Board approval to implement.

G. Counseling

The district shall provide consistent counseling to students with chronic attendance problems.

V. Attendance Supervision Officer

The school nurse shall be designated as the Attendance Supervision Officer. The Attendance Supervision Officer is responsible for reviewing pupil attendance records and initiating appropriate action to address excused or unexcused pupil absence, tardiness and early departure consistent with the Comprehensive Attendance Policy.

TARDINESS

Students who arrive late to school must sign in at the Main Office. A note signed by a parent or guardian, with phone number, must be presented at the time of arrival. A pass will be issued so that tardy students are admitted to class. Students should present their pass to the classroom teacher.

Students who are late to a class are expected to present a signed pass from a teacher indicating the reason for lateness. Unexcused tardies carry consequences for students affecting both the student's class participation grade and the awarding of course credit (See section on Disciplinary Consequences of Absences and Tardies). *Being tardy to a virtual class or lesson will result in the same actions and consequences as being tardy in school.*

ATTENDANCE AT SCHOOL ACTIVITIES

1. The school discipline code is in effect for all school activities.

2. In order to participate in any after school activities, including games, dances, trips, etc., students must be in school at least half (11:30) of the school day. Students must be present for the last period of the school day. If they leave early they must return for the last period. Exceptions must be approved by an administrator in advance.

    a. The use of alcoholic beverages or illegal drugs is not permitted on school property at any time.

3. Smoking or use of any tobacco products is not allowed on school property or at any school sponsored activities.

4. Anyone violating school rules or causing a disturbance will be removed from the activity and sent home with their parents.

5. Elementary students may stay for after school activities only when they have brought a written permission note from home. If transportation home is not provided by the district, then parents will be responsible to transport their children.

6. Elementary students are allowed to attend evening events, such as basketball games, only when accompanied by a parent or guardian. Elementary students are expected to sit with their parents or guardians during the game.

EARLY DISMISSAL DURING SCHOOL DAY

To minimize time out of school, students may only be released from school before the regular dismissal time because of illness or upon written request of parent/guardian. Please make an attempt to schedule routine medical or dental appointments during vacation periods or outside school hours.

The parent of any student leaving school or returning to school must sign in or out at the nurse's office.

When early dismissals are necessary, please follow these procedures:

A. EARLY EXCUSES: Students must present a written parental request to the nurse or the classroom teacher prior to 8:05 a.m. to be dismissed early. Students must sign-in and out in the main office. Written requests should include a telephone number so requests can be verified.

B. ILLNESS: Any student who becomes ill during the school day should request permission from the teacher to see the nurse. The nurse will call the student's home to arrange transportation home.

HEALTH SERVICES

Physicals: Health examinations will be required for new entrants and in grades Pre K or K, 1, 3, 5, 7, 9, and 11. A physical exam performed within the past 12 months prior to the first day of school will be considered valid. If no physical is presented at these mandated grade levels, parents will be notified within 15 days that a required school physical exam will be provided. Students referred to the Committee for Special Education are also required to have a physical exam on file, valid within the past 12 months.

Sports physicals for students electing to participate in extracurricular sports are valid for one year from the date of the physical. Physical exams for mandated and/or sports physicals will be offered in the school health office by the school physician at no cost to the student each school year in October and June.

Screening: The following screenings will take place during the school year, as required by New York State Education Law:

- Scoliosis – Grades 5 and 7 for girls and grade 9 for boys.
- Vision – Color perception, distance and near vision acuity will be required for new entrants within 6 months of admission to school. Distance and near vision acuity will be required in grades Pre K, or K, 1, 3, 5, 7, and 11.
- Hearing – pure tone testing will be required for new entrants within 6 months of admission to school and in grades Pre K or K, 1, 3, 5, 7, and 11. All new students and all students in grades Kindergarten, 1, 3, 5, 7, and 10 will receive a hearing screening.

A referral form will be sent home for findings that are outside of the passing guidelines provided in the New York State Education Law for any of the above screenings.

Immunizations: In accordance with New York State law, students must have the following immunizations before they start attending school:

- DTaP- 5 doses for grades K-5. Only 4 are needed if the last one was received after the 4th birthday. 3 doses for grades 6-12
- Tdap- 1 dose for grades 6-12
- Polio - 4 doses for grades K-11. Only 3 are needed if the last one was after the 4th birthday. 3 doses for grade 12.
- MMR- 2 doses K-12
- Hepatitis B - 3 doses K-12
- Varicella - 2 doses for grades K-11. 1 dose for grade 12
- Meningococcal ACWY- 1 dose for grades 7-10. Two doses for grade 12. If the first dose was given after age 16, 1 dose is acceptable.

A copy of the physician's or health department's records must be provided as proof of immunization. For students with valid medical exemption, a form obtained at the health office must be completed.

Immunization clinics are provided by the Herkimer County Public Health Department. The schedule for these clinics may be obtained from the school nurse or Herkimer County Public Health at (315) 867-1176.

First aid is administered as necessary. School related injuries must be reported to guarantee partial insurance coverage. Necessary insurance information will be sent to the parent.

Illness: Please do not send your child to school when they are ill. If any of the following symptoms or signs of illness are present or have been for the past 24 hours, please do not send your child to school:

- Elevated temperature (100 degrees or above)
- Persistent cough that cannot be controlled
- Diarrhea, vomiting, nausea or severe abdominal pain
- Eye discharge that is not clear

Please call the school nurse if you have a question about any symptoms you are seeing. If a student should become ill during the school day with any of the above symptoms, the school nurse will contact the parent/guardian and dismiss the student from school. Please have a plan in place in the event that your child becomes ill. If your child is in the younger elementary grades, it is a good idea to provide a change of clothes, including undergarments, in the student's backpack that can be kept in their cubby/locker in the event of a spill or accident.

Medication Administration: According to New York State Law, all medication administration (this includes prescription and over the counter medications) in schools requires a written order from the primary care provider and a signed form from the parent/guardian. The forms are available from the school nurse and should be completed before school starts, if possible. Medication ***must be*** brought to school by the parent/guardian in the original container.

Accident/Injury: Students injured at school or during a school sponsored activity must report the injury to the adult supervising the activity and to the school nurse during school hours. The school nurse will contact the parent/guardian with recommendations regarding the injury sustained. If the injury is sustained after school hours during a school sponsored event, the adult in charge of the activity will be in contact with the parent/guardian and inform the school nurse during the next school day. An incident report will be completed and sent home to the parent/guardian when a student sustains an injury where a referral for medical evaluation is necessary and/or recommended.

HALL PASSES

Leaving class for locker, lavatory, drink, etc. is strongly discouraged and may be denied by the adult in charge. A student who needs to leave his/her assigned room ***must have*** a hall pass assigned by a staff member. Students in the hallways during class periods without a pass will be subject to disciplinary action. Permission to leave class to go to another classroom will be

granted only when the student has a pre-signed pass from the teacher involved. Hall passes are a privilege and may be suspended at the discretion of the administration.

LOCKERS

Lockers are assigned by the guidance secretary. Lockers are equipped with a combination lock. All student belongings should be kept in lockers or when given permission in a classroom. **No** carrying of backpacks during the school day will be permitted. No student belongings should be left in the hallways.

Gym lockers are supplied by the physical education teacher and are handed out at the beginning of the school year. All student belongings should be placed in lockers with a lock during PE classes or practices.

As the school owns all lockers, the school reserves the right to inspect the contents of all student lockers and will do so on a regular basis.

ELECTRONIC AND AUDIO EQUIPMENT

IPADS, SMART technology, ear buds and other audio and electronic equipment should be placed in the student's locker during school hours unless being used for classroom purposes and with instructor's permission. Students with these, including those with earphones, will be confiscated by school personnel and brought to the office when necessary.

First Offense Student reclaims item from school personnel who confiscated.

Second Offense Student reclaims item from the main office at the end of the school day

Third Offense Parent will need to reclaim item from the Principal

PHONES

Students should have a pass during the school day to use the telephone. Students may use office phones to make calls home after obtaining permission from office staff. Use is permitted on an emergency basis only during the school day.

- Use of student cell phones is **NOT** permitted from first bell until last bell of the day. Cell phones must be left at home, in student cars, main office or placed in one of the schools provided locked storage cases located outside the principal's office, room 303 and room 112. Any student caught with a cell phone will have their device confiscated by school personnel.

BUS BEHAVIOR

The daily transportation of students is a great responsibility and requires that all of us heed certain rules of safety. Although regular transportation is provided, the student may be denied the privilege of riding the buses for improper conduct. The bus driver's primary responsibility is

safe driving of the bus to and from its destination. In order to fulfill this responsibility, the following rules are in effect:

1. Observe safe conduct as in the classroom.
2. Be courteous, use no profane language.
3. Keep the bus clean.
4. Cooperate with the bus driver at all times.
5. Do not smoke.
6. Do not be destructive. Any damage to the bus is to be reported to the driver at once. This allows us to maintain a sharp looking fleet of buses for your convenience.
7. Stay in your seat and remain seated until told to leave.
8. Keep head, hands and feet inside the bus.
9. Electronic and audio equipment will be allowed on the bus.
10. The bus driver is authorized to assign seats when necessary.
11. Students must comply with social distancing measures while on the bus.
12. Students must obey the driver or chaperone at all times.
13. In cases where a student is to go home with another student or get off the bus at a place other than his regular stop, a written request must be submitted to the office by the parent or guardian.
14. Players are to remove cleats on the bus.

Each bus driver has the same authority as a teacher and is empowered by the Board of Education to so discharge his duties that he may safely carry out his duty of transporting students. Bus drivers' instructions to students shall be obeyed immediately by each student.

BUS DISCIPLINE POLICY

Any act considered an endangerment to the welfare of the bus or its occupants may result in immediate suspension from riding the bus.

Any second offense of these acts may result in further suspension of bus privileges of 1 week or more.

BUS PASSES

In cases where a student is to go home with another student or to get off the bus at a place other than his regular stop, a written request should be submitted by the parent or guardian.

Transfers between buses for personal reasons will be allowed provided: (1) Prior written request is made by the parents and approved by school authorities; (2) The capacity of the delivering bus is not exceeded; and (3) Additional travel by the vehicle is not required.

STAYING AFTER SCHOOL

Ordinarily, elementary students are not expected to stay after school. They are expected to ride the bus home when school is dismissed. Occasionally, there will be scheduled events for elementary students after school. Parents will receive notices about those events from classroom teachers.

Some students might be required to stay for extra help or for a detention period because of serious misbehavior. Students are bussed home on the late bus.

If students need to ride school transportation when staying late after school. Grades K-5 must be signed up by the teacher for the late bus no later than 1pm. Parents must notify the teachers in advance if they will need a ride home. Students in grades 6-12 are required to sign up for the late bus on their own by 1pm through the school's transportation google doc that they have access to. If the student fails to sign up they will need to find their own transportation and will not be provided school transportation.

USE OF SCHOOL FACILITIES

School facilities may be used only with prior approval of the superintendent. A "building use form" must be obtained from the main office, completed, and turned in for the superintendent's approval two weeks prior to the requested date of use.

VISITORS

The Owen D. Young CSD may require all visitors, guests, contractors, and vendors to sign in before entering any school building.

Travel throughout the district's buildings by visitors, guests, contractors, and vendors will be limited to minimize interaction with Students and Staff. While in the district's buildings, visitors, guests, contractors, and vendors must wear a name tag.

STUDENT DRIVING

The school district provides transportation to and from school for all students. Permission to park in the available space for students will be limited to those students who have a legitimate reason for driving to school. Such reasons might be transportation home from sports practice or

after school employment. In order to receive permission to park on school property, students must complete the form available in the office. This form must be signed by the student, the parent and a school administrator before the student may begin driving to school.

Students who must drive to school on a particular day must obtain permission in advance from the superintendent by presenting a note from a parent/guardian explaining the reason for driving.

Permission to drive will not be granted to any student who has accumulated three or more demerits or who has been designated as a chronic attendance code violator.

Once a student has been granted permission to drive to school, the student must follow several school rules:

1. All cars must be registered and must be parked in the designated student parking area in the lot next to the nature trail.
2. Students are not to go to their cars during the school day.
3. No driving to Herkimer BOCES Vocational Center.
4. Student drivers may only transport themselves and authorized riders.
5. Students must always observe safe driving habits.

Failure to follow these rules will result in the suspension of driving privileges or other disciplinary action. Unregistered vehicles will be towed away.

STUDY HALLS

1. Quiet study halls are established in order to provide the atmosphere needed for students to complete their academic assignments. This means that all students in the study hall are required to be engaged in academic study or silent reading. Quiet study halls are considered to be classes and are not unstructured free time for students. All study halls are designated as quiet study halls.

   The following general rules apply to all study halls:

   a. Students must report to class on time and to take their assigned seats. Students are to report to study hall with academic work to do. Students who fail to report with work to do may have work assigned to them by the study hall teacher.

   b. Attendance will be taken at the beginning of the class. Illegal tardiness to study hall will be treated the same as illegal tardiness to other academic classes.

   c. Students who are illegally tardy to study hall will not be allowed out on passes during the study hall to which they are tardy.

   d. **No student is to leave study hall until after attendance is taken**. All students who leave study hall after attendance (whether with a pre-signed pass or another pass) are required to sign out on the study hall sheet. Students are to write their

names, the place where they are going, the time that they sign out of study hall and the time they report back to study hall. Students who fail to follow this rule may have their rights to future passes suspended by the study hall teacher. Students will not be excused from study hall in order to get pre-signed passes.

e. Other than students who are released from study hall on pre-signed passes, only one student at a time will be allowed out of the study hall for other reasons (e.g., to go to the bathroom, to a locker, to use the phone, to get a drink of water, and so on).

f. It is the responsibility of the study hall teacher to see to it that the study hall remains orderly and quiet. At their discretion, teachers may allow students to work quietly in group activities. However, such group activity must be academic in nature and must not disturb the other students in the room.

g. No card playing will be allowed during study hall periods.

Owen D. Young Central School
Code of Conduct

I. Introduction

The Owen D. Young Central School District Board of Education is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services. An individual's safety includes physical, social, psychological and moral. 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, either on or off school property. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, 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.

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

II. Definitions

For purposes of this code, the following definitions apply:

"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.
"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 nine-B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

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

"Harassment" means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic origin, ethnic group, religion, religious practice, disability, sexual orientation, sex, gender (including gender identity and expression) or any other legally protected status.

"School function" means any school-sponsored event or activity on or off school property.

"School property" means any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of the school district, or in or on a school vehicle.

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

III. Essential Partners

The school's Code of Conduct gives a set of responsibilities and guidelines for each of the members of our school community.

A. *Parents*

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules, program mandates, and graduation requirements and help their children understand them.
8. Maintain and convey to their children a supportive attitude toward education and the district.
9. Build good relationships with teachers, counselors, other parents, and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and homework assignments are completed.
13. Participate actively in their children's education.
14. All parents are expected to participate in meetings in a constructive, respectful and safe manner. It is expected that all parties involved with a meeting will adhere to the behaviors that will lead to an environment where this happens.

B. *Teachers and other school staff*

1. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status,

which will strengthen each student's self-concept and promote confidence to learn.
2. Are prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement
4. Know school rules, and enforce them in a fair and consistent manner
5. Communicate to students and parents:
    1. Course objectives and requirements
    2. Marking/grading procedures
    3. Assignment deadlines
    4. Expectations for students
    5. Classroom discipline plan

6. Communicate regularly with students, parents, counselors, psychologists, and other teachers concerning student growth and achievement.'
7. Initiate parent/student/teacher/counselor/psychologist conference, as necessary, as a way to resolve a problem.
8. Confront issues of discrimination 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.
9. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
10. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.

C. *Non-Instructional and other school staff*

1. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn.
2. Are prepared to perform their job duties.
3. Confront issues of discrimination 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.
4. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
5. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention in a timely manner.

D. *Counselors/Psychologists*

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.

2. Initiate teacher/student/counselor/psychologist conferences as necessary and parent/teacher/student/counselor/psychologist conferences, as necessary, as a way to resolve problems.
3. Review educational progress and career plans with each student.
4. Report information to a school administrator which might impact a safe, orderly school environment.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Participate in crisis management.
7. Refer students and/or parents to appropriate human service agencies outside the school.
8. Assess student social and emotional behaviors.
9. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn.
10. Confront issues of discrimination 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.
11. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
12. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a counselor's/psychologist's attention in a timely manner.

E. *Principals*

1. Promote a safe, orderly and stimulating school environment, supporting teaching and learning.
2. Ensure that students, staff, and parents have the opportunity to communicate regularly with the principal.
3. Evaluate all instructional programs on a regular basis.
4. Support the development of, and student participation in, appropriate extracurricular activities.
5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6. Ensure regular communication with law enforcement agencies.
7. Initiate parent/student/teacher/counselor/psychologist conferences, as necessary, as a way to resolve a problem.
8. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn.
9. Confront issues of discrimination 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.

10. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
11. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a principal's attention in a timely manner.

F. *Superintendent*

1. Promote a safe, orderly and stimulating school environment, supporting teaching and learning.
2. Review the policies of the Board and state and federal laws relating to school operations and management with district administrators.
3. Ensure that staff and parents have the opportunity to communicate with the superintendent.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators, when appropriate, in reinforcing the code of conduct to ensure that cases are resolved promptly and fairly.
6. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn.
7. Confront issues of discrimination 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.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the superintendent's attention in a timely manner.

G. *Board of Education*

1. Adopt, review at least once a year, and modify as appropriate, the code of conduct.
2. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn.
3. Confront issues of discrimination 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.
4. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
5. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a board member's attention in a timely manner.

IV. Student Rights and Responsibilities

The district is committed to safeguarding the rights given to all students under state and federal law. Each member of the school community should be treated fairly and equally. We also believe that each member of the community should accept and fulfill appropriate responsibilities, and, in so doing, individuals will come to value resultant privileges. Responsibility is inherent in the exercise of every right and it must be emphasized that lack of responsibility means a weakening of rights.

IT IS THE STUDENT'S RIGHT TO:

- Attend school in the district in which his/her parent or legal guardian resides.
- Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation, or disability.
- Accept that school will be an orderly place for all students to gain an education.
- Be respected as an individual.
- Have the opportunity to formally express and resolve his/her grievances.
- Be able to communicate with the Board of Education.
- Present their version of the relevant events to school personnel.
- Have a right to reasonable privacy of that person and his/her property in school.
- Have student's records available for inspection upon request of parent, legal guardian or student if eighteen years of age or older.
- Be represented by an active school government selected by free election.
- Have access to information, individuals and agencies providing assistance to students concerning substance abuse and/or severe personal problems.
- Have individualized information regarding graduation requirements and programs to access progress toward graduation.
- Be free from discrimination and harassment on school property or school functions including but not limited to the educational program, activities, or admission policies of their school. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic origin, ethnic group, religion, religious practices, disability, sex, sexual

orientation, gender (including gender identity and expression) or any other legally protected status.

IT IS THE STUDENT'S RESPONSIBILITY TO:

- Attend school daily, except for legal absences and be in class on time, and prepared to learn.
- Be aware of graduation requirements and programs in order to use and develop capabilities to the maximum.
- Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
- Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
- Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
- Avoid participation in any discriminatory practices.
- Abide by school rules and, when necessary, receive an explanation of those rules from school personnel.
- Accept disciplinary penalty in connection with the imposition of the penalty.
- Positively and respectfully react to directives given by teachers, administrators and other school personnel.
- Address all staff members with appropriate titles and last names (e.g., Mr. Smith, Mrs. Jones, Ms. Carter).
- Express their opinions and ideas in a respectful manner so as not to offend, slander or restrict the rights of others, and work to develop mechanisms to control their emotions.
- Pursue informal discussion to resolve any grievances before moving to a formal stage.
- Know their rights as stated in this code of conduct and accept the consequences of his/her behavior and accept responsibility for their actions.
- Be aware of actions which constitute serious and dangerous wrongdoing and refrain from such acts (e.g., possession of contraband, drugs, etc.)

- Take an active part in the student government by running for office, conscientiously voting for the best candidates, making his/her concerns known to the representatives and supporting their decisions.

- To seek information and advice on those situations where the student feels a need.

- Seek help in solving problems that might lead to discipline.

- Honestly and responsibly express his/her opinions about course materials and procedures.

- Dress appropriately for school and school functions.

- Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

V. Eligibility Policy

The only instance that an eligibility policy is applicable is if a student is playing on a sports team hosted by Richfield Springs Central School District. See RSCS website for further details. Paperwork will be provided when signing up and participating in a school-based sports program that details the eligibility policy.

VI. Student Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. *Student Dress Code will be enforced during any and all school functions including virtual instruction.*

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

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, midriff baring garments, net tops, halter tops, spaghetti straps, shirts with less than a 1" shoulder strap, short shorts, very short skirts, skirts with inappropriately high slits, plunging necklines (front and/or back), see-through garments and sunglasses (inside the building) are not appropriate. If students wear inappropriate garments to school which violate the school's Code of Conduct, the student will be required to change the garment in question. Refusal to change will be a violation of Student Code of Conduct and be dealt with as insubordination.

3. Ensure that underwear is completely covered with outer clothing.

4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.

5. Not include the wearing of hats, bandanas, hoods or other headgear in the school except for a medical or religious purpose.

6. Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability or any other legally protected status.

7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

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

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. In such situations the parent/guardian will be notified. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out-of-school suspension.

VII. Expected and Prohibited Student Conduct

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

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

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

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

A. **Engage in conduct that is disorderly**. Examples of disorderly conduct include:

1. Running in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. Students are not permitted to be in any area of our school building without supervision and permission from an administrator or staff member.
7. Computer/electronic communications misuse and includes any unauthorized use of computers, software, or Internet/Intranet account and accessing inappropriate websites and/or any other violation of the district's acceptable use policy.
8. Electronic and cell phone devices are NOT to be used in school during the school day from first bell until last bell. During this time students ***must*** leave their cell phones home, in their cars, or place in a school-provided locked storage bin located outside the principal's office, room 303 and room 112. These storage bins will be unlocked at the conclusion of the last period each day. If a student needs to leave early they can either leave their cell phone in the main office before the first bell or go to the principal's office at which time the bin holding their cell phone will be unlocked.

B. **Engage in conduct that is insubordinate or disruptive.** Examples of insubordinate conduct include:

1. Failing to comply with the reasonable directions of teachers, school administrators, chaperones or other school employees.
2. Lateness for classes, missing classes or leaving school without permission.
3. Skipping detention.

C. **Engage in conduct that is violent**. Examples of violent conduct include:

1. Committing an act of violence (physical, verbal or psychological) upon another student, a teacher, administrator or other school employee or any other person lawfully on school property.

2. 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.

3. Displaying what appears to be a weapon.

4. Threatening to use any weapon.

5. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.

6. Intentionally damaging or destroying school district property.

D. **Engage in any conduct that endangers the safety, morals, health or welfare of students, staff or others.** Examples of such conduct include:

1. Lying to school personnel.

2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.

3. Defamation includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.

4. Discrimination includes the use of race, color, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner.

5. Harassment means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse that includes but are not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status.

6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.

    a. Bullying, this includes verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to

fear for his or her physical safety. Bullying may be premeditated or a sudden activity. Bullying may be subtle or easy to identify. Bullying may be done by one person or a group. Bullying may be a single act or a series of occurrences. Bullying includes, but is not limited to, the following types:

b. Verbal bullying includes but is not limited to name calling, insulting remarks, verbal teasing, frightening phone calls, violent threats, extortion, taunting, gossip, spreading rumors, racist slurs, anonymous notes, etc.

c. Physical bullying includes but is not limited to poking, slapping, hitting, tripping or causing a fall, choking, kicking, punching, biting, pinching, scratching, spitting, twisting arms or legs, damaging clothes and personal property, taking personal belongings without permission, or threatening gestures.

d. Social or relational bullying includes but is not limited to excluding someone from a group, isolating, shunning, spreading rumors or gossiping, arranging public humiliation, undermining relationships, teasing about clothing, blatant or subtle offensive body language, extortion, intimidation, coercion, etc.

e. "Internet bullying" (also referred to as "cyber bullying") means a form of harassment/bullying which occurs via electronic communication on the Internet, on cellular phones or other electronic media. Cyber-bullying can involve, but is not limited to; sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person; pretending to be someone else in order to make that person look bad. Cyberbullying involving District students may occur both on campus and off school grounds.

f. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.

g. "Hazing" means a form of harassment among students defined as any humiliating or dangerous activity expected of a student to join a group or be accepted by a formal or informal group, regardless of their willingness to participate. Hazing produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur. Hazing behaviors include, but are not limited to, the following general categories:

7. Humiliation: socially offensive, isolating or uncooperative behaviors.

8. Substance abuse: abuse of tobacco, alcohol or illegal/legal drugs.

9. Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors.

10. Selling, using or possessing obscene material.

11. Using vulgar or abusive language, cursing or swearing.

12. Possessing, consuming, selling, distributing or exchanging nicotine, alcoholic beverages or illegal substances, or being under the influence of either or possessing drug paraphernalia on school property or at school functions. "Illegal substances" include, but are not limited to, inhalants (vaping), marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs (including synthetic cannabinoids), and any substances commonly referred to as "designer drugs."

13. Inappropriately using or sharing prescription and over-the-counter drugs.

14. Possessing, consuming, selling, attempting to sell, distributing, or exchanging "look-alike drugs" (including synthetic cannabinoids); or, possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.

15. Gambling, Gaming.

16. Indecent exposure, that is, exposure to sight of the private parts of the body (in a lewd or indecent manner.)

17. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

18. Using or possessing laser lights or laser pens.

19. Violating gender privacy when using school restroom facilities.

20. Retaliation means when any employee, student, or visitor mistreats any person because he/she reported in good faith, testified about, or otherwise assisted in an investigation, proceeding or hearing related to alleged harassment or bullying. It is possible that an alleged harasser may be found to have retaliated if the underlying complaint is not found to be a violation of this policy. Retaliation includes, but is not limited to any form of intimidation, reprisal or harassment and may be redressed through application of the same reporting, investigation, and enforcement procedures as for harassment.

Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and

to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

Engage in any form of academic misconduct. Examples of academic misconduct include:

Plagiarism

These guidelines have been adapted from recommendations by the English Department at Purdue University.

Plagiarism is the unacknowledged use of somebody else's idea or words. In most schools, especially colleges and universities, students must be familiar with the school's dishonesty policy, as plagiarism may have serious consequences, including expulsion from school.

What actions might be seen as plagiarism?

- Buying, stealing, or borrowing a paper
- Hiring someone to write your paper
- Copying from a source without citing
- Use of someone's ideas without citing

Cheating

How do we define cheating or academic dishonesty?

1. Receiving or providing information during a test or for a test given in an earlier period.
2. Using material on tests when the teacher has not given permission to do so.
3. Violating the teacher's testing rules and procedures.
4. Using somebody else's writing (word for word—or almost word for word) and saying it is your own. (Plagiarism). Or using somebody else's ideas and saying they are your own and not giving credit.
5. Using or copying another student's assignment to turn in as your own work.
6. Allowing other students to use your work on assignments with the exception of specific group, lab, or collaborative projects.
7. Altering records
8. Destruction or theft of another's honest work or academic effort
9. Assisting another student in any of the above actions

VIII. Dissemination of Code of Conduct

The Board of Education will work to ensure that the community is aware of this Code of Conduct by:

1. Providing a public hearing prior to approval

2. Providing copies of a summary of the Code to all students, in age-appropriate, plain language version, at a general assembly held at the beginning of each school year.
3. Making copies of the Code available to all parents at the beginning of the school year.
4. Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
6. Making copies of the Code available for review by students, parents, and other community members and providing opportunities to review and discuss this Code with the appropriate personnel.

The Board of Education will sponsor an in-service education program for all District staff members to ensure the effective implementation of the Code of Conduct. The Superintendent may solicit the recommendations of the District staff, particularly teachers and the building principal, regarding in-service programs pertaining to the management and discipline of students.

The Board of Education, via a committee of representative stakeholders, will review this Code of Conduct 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 of Conduct and the District's response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, school safety personnel, other school personnel and parent representatives.

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 District shall post the completed Code of Conduct (with all amendments and annual updates) on the District's website. The District shall file a copy of its Code of Conduct and any amendments with the commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

IX. Reporting Violations

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, the superintendent or his or her designee in order to maintain a safe environment for our school community. Any student observing a student acting in an unsafe manner on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent.

All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary

sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

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

The superintendent or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the superintendent or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

A. Reporting Harassment and Bullying

The District will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment and bullying; and will promptly take appropriate action to protect individuals from further discrimination, harassment and bullying.

It is essential that any student who believes he/she has been subjected to discrimination, harassment, bullying or retaliatory behavior, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence, immediately report same to any staff member or administrator. The staff member/administrator to whom the report is made (or the staff member/administrator who witnesses or suspects bullying/cyberbullying behavior) shall investigate the complaint, document and take appropriate action to include, as necessary, referral to a supervisory authority and/or other official designated by the District to investigate allegations of harassment and bullying within a reasonable amount of time. Referrals may be made to ANY higher level of supervisory authority. All complaints of alleged harassing, bullying and/or retaliatory conduct will be promptly investigated in accordance with the terms of District policy and shall be treated as confidential and private to the extent possible within legal constraints.

All complaints of alleged harassing, bullying and/or retaliatory conduct shall be:

i. promptly investigated in accordance with the terms of district policy;
ii. forwarded to the program's Dignity Act Coordinator for monitoring; and
iii. treated as confidential and private to the extent possible within legal constraints.

The District's designated Dignity Act Coordinators are:

Name	Position	Contact Information	
Laura Eysaman	**Guidance Counselor**	**315-858-0729**	**leysaman@odycsd.org**

Christine Tucker Principal 315-858-0729 ctucker@odycsd.org

X. Disciplinary Penalties, Procedures and Referrals

Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

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

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

A. Penalties

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

1. Oral warning – any member of the district staff
2. Written warning and notification to parent – bus drivers, teacher aides, teacher assistants, coaches, teachers, guidance counselor, principal, superintendent
3. Detention - teacher assistants, teachers, principal, superintendent
4. When after school detention is assigned, the student will receive one day's notice.
5. Suspension from transportation – director of transportation, principal, superintendent
6. Suspension from athletic participation – coaches, principal, superintendent
7. Suspension from social or extracurricular activities – principal, superintendent
8. Suspension from other privileges – principal, superintendent
9. In-school suspension – principal, superintendent
10. In-school suspension will be assigned to a student if a student's behavior substantially disrupts the learning environment of others. Otherwise, it is understood that the student will receive either lunch detention or after school detention.
11. Removal from classroom by teacher – teachers, principal, superintendent
12. Short-term (five days or less) suspension from school – principal, superintendent

13. Long-term (more than five days) suspension from school – superintendent, board of education
14. Permanent suspension from school – superintendent, board of education

XI. Minimum Periods of Suspension

1. *Any student, other than a student with a disability, found guilty of bringing a weapon onto school property* will be subject to suspension from school for at least one calendar year.

2. *Students who commit violent acts other than bringing a weapon onto school property* shall be subject to suspension from school for at least five (5) days.

3. *Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom,* will be suspended from school for at least five days. For purposes of this Code of Conduct, "repeatedly substantially disruptive" means engaging in conduct that results in the students being removed from the classroom by the teacher(s), pursuant to Education Law §3214 and this code on multiple occasions.

4. *Students who are possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or is under the influence of either,* will be suspended from school for at least five days unless otherwise determined by the superintendent.

XII. Referrals

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

2. PINS Petition
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 possessing marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.

PINS Diversion/ Intake Program

This is a voluntary program designed to divert students out of the family court system. It is for sixty days or with permission of the judge may be extended an additional sixty days. The goal is to correct/ resolve the inappropriate behavior/ problems within the four months.

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

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

XIII. Remedial Responses to Violations of the Code of Conduct

Students who violate this Code may also be subject to remedial action as the facts may warrant, including any of the measures listed below:

a. peer support groups; corrective instruction or other relevant learning or service experience;
b. supportive intervention;
c. behavioral assessment or evaluation;
d. behavioral management plans, with benchmarks that are closely monitored; and/or
e. student counseling and parent conferences.

Beyond these individual-focused remedial responses, school-wide or environmental remediation may also be utilized. These strategies may include:

a. school and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
b. adoption of research-based prevention programs;
c. modification of schedules;
d. adjustment in hallway traffic and other student routes of travel;
e. targeted use of monitors;
f. staff professional development;
g. parent conferences;
h. involvement of parent-teacher organizations; and/or
i. peer support groups.

XIV. 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 and others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if that student has refused to refrain from further disruptive acts.

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

XV. Student Searches and Interrogations

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

In addition, the Board authorizes the administration to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district Code of Conduct.

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

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

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

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

A. Student Lockers, Desks and other School Storage Places

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

XVI. Public Conduct on School Property

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 class, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, disability, or any other reason.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute or exchange nicotine products, alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

B. Penalties

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

- Visitors will have their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
- Students shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
- Employees may be subject to disciplinary measures as detailed by law and as dictated by the facts.

XVII. CLASS SKIPS

Each time a student skips a class, he will be called to the office. The total number of skips accumulated is based on all classes rather than on any single class. For example, a student's first skip may be in English, a second in Math, and a third in Social Studies.

ALL SKIPS: One (1) detention for the first cut. One (1) day of in-school suspension for subsequent offenses.

1. A zero will be given for any test or class work missed as the result of a class skip. Students should be given the opportunity to get homework assignments and
2. Parents will be notified of a class skip.
3. The student will be responsible for all material covered in the class skipped and any assignment that may have been given.

XVIII. USE OR POSSESSION OF ALCOHOL, NICOTINE, E-CIGARETTES AND/OR DRUGS

Procedure:

If a teacher suspects that a student is under the influence of or in possession of alcohol, nicotine , e-cigarettes and/or drugs, the following procedure shall be followed:

1. Immediately contact an administrator and request that he come to the classroom.
2. The administrator will escort the student to the office.
3. The nurse will be called to evaluate the possible danger to the student's health.
4. The student and student's possessions will be searched.
5. The student's parents will be called to apprise them of the situation.
6. The police will be called to notify them of the situation.
7. If the student is guilty of an infraction, the discipline code will be followed.
8. If it cannot be determined that the student is guilty of an infraction, the situation will be discussed with the student and the student's parents to prevent similar situations from occurring in the future.

Consequences:

Students found under the influence of alcohol and/or drugs will be subject to the following consequences:

a. Involvement of Police Department
b. Immediate contact with parent or guardian
c. 5-day out of school suspension
d. Recommendation to substance abuse counseling program; agreement to begin counseling during suspension may reduce length of out of school suspension to 3 days.

XIX. STUDENT GRIEVANCE PROCEDURE

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

Individual complaints and grievances should be handled according to the following guidelines:

Informal Process

Students should first make every effort to resolve difficulties directly with those involved and with the appropriate teacher or staff member. Students may appeal to the superintendent who has the final determination on such matters.

For resolution of matters where appeal procedures are outlined in the law, such as school suspensions, the legal course of action will be followed.

The resolution of student complaints, including those alleging any action prohibited by Title IX and/or Section 504 of the Rehabilitation Act, shall be dealt with according to Board Policy for those types of complaints. The school business official is the school's Title IX and Section 504 Compliance Officer.

XX. DETENTION

As a result of violations of the behavior code, students may be assigned to detention. The following conditions will apply:

1. Students may be expected to satisfactorily complete a written assignment about their violation of the behavior code during the detention period.
2. No talking, eating, sleeping or recreational activities are allowed during the detention period.
3. A student who does not comply with these rules will be assigned additional detention periods or in-school suspension.

XXI. IN-SCHOOL SUSPENSION

Purpose of In-School Suspension

1. To provide disciplinary measure as an alternative to out-of-school suspension.
2. To provide a more positive disciplinary measure aimed at helping the misbehaving student by allowing him/her to atone for improper school behavior while utilizing the suspension time to work on school studies.
3. To introduce more personal guidance counseling to students with behavioral problems.

Guidelines for In-School Suspension

When it becomes necessary, as per the district discipline policy, for a student(s) to be placed on in-school suspension, the following guidelines will be in effect:

1. The hours of in-school suspension will be the length of the school day. Students desiring breakfast will eat before in-school suspension begins. Students will not be allowed to go to their lockers after in-school suspension begins.
2. In-school suspension will focus on school work during the hours of suspension. There will be two (2) 3-minute lavatory breaks during the day, one mid-morning (10 a.m.) and one mid-afternoon (1 p.m.)
3. Lunch will be taken during one of the designated time periods.
4. Students assigned to in-school suspension for the first time for certain offenses (e.g., excessive display of affection) may be assigned a modified in-school in the in-school suspension room. These students will serve an additional after-school detention. These students will be escorted to and from their classes. All other rules and procedures of in-school suspension will be followed.
5. Students assigned to in-school suspension more than twice will be referred to the guidance counselor for assistance regarding in-school behavior.
6. Any insubordinate behavior during or related to the in-school suspension program will result in additional in-school suspension or out-of-school suspension. Some examples of insubordinate behavior are:
    - Refusing to do school work during in-school suspension
    - Sleeping during in-school suspension
    - Talking during in-school suspension
    - Reporting late to in-school suspension at any time
    - Failure to report to in-school suspension when assigned
    - Insubordinate behavior during the in-school suspension day
    - Any other violations of the discipline policy
7. When possible, in-school suspension will be assigned in advance allowing for planning of school work.
8. Parents will be notified when their child receives one or more consecutive days of in-school suspension.
9. Students assigned to in-school suspension will be ineligible for all in-school and after school activities on that day.

All in-school suspension assigned to students will be served. If in-school suspension is missed for legal reasons, it will be reassigned on the next available day that in-school is scheduled. If it appears that a student is deliberately avoiding the in-school suspension with absences, then out-of-school suspension of up to five (5) days will be instituted, and a Superintendent's Hearing may be scheduled.

XXII. NICOTINE PRODUCTS

The use or possession of nicotine products is not permitted on school property. Any student who is caught smoking, vaping or chewing tobacco on school property will receive consequences according to the discipline policy. Since students do not carry tobacco products with them unless they intend to use them, all tobacco products will be confiscated by school staff and reported to administration.

OWEN D. YOUNG CENTRAL SCHOOL SPORTS PROGRAM

SPORTS OFFERED

The following interscholastic sports are offered: soccer, cross country, basketball, volleyball, track, and golf. Ski Club is also offered during the winter. Those sports combined and hosted by

Richfield Springs must have ODY students follow the academic eligibility requirements of Richfield Springs CSD to participate.

INTERSCHOLASTIC SPORTS

The Owen D. Young Central School participates in interscholastic athletics as an integral part of the physical education program. We invite the widest possible participation from our secondary students in team participation and as spectators.

Students and parents are reminded of some basic principles regarding interscholastic athletics:

1. It is a privilege to represent ODYCSD on a team or squad. Members are expected to portray the highest standards in morals, sportsmanship, dedication, academic endeavors and compliance with regulation and authority.

2. Interscholastic sports are a competitive endeavor. Coaches are to do all they can to produce winning teams. Another goal is full participation by team members. Achieving a balance between winning and participation is the coach's responsibility. Team spirit and attitude are enhanced by supporting the coaches in their decisions.

3. Students, parents and guests are reminded that good spectator manners are very important in portraying our school positively and providing good models for our youth.

4. The Owen D. Young Central School District and the Center State Conference League abide by a comprehensive sportsmanship policy. All students should be familiar with it.

5. Participants in interscholastic sports are asked to agree to behavior guidelines when they sign a participation form with their parents. Failure to abide by team rules may result in suspension from a team.

    a. Any appeals are to be made in writing to the athletic director within 24 hours.
    b. Any student removed from a team during the season may be ineligible for participation during the next season or for a portion of the next season. (example: a student may be suspended for the first 5 games of the winter season due to an infraction during fall season.)

EMERGENCY REMOTE INSTRUCTION PLAN

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to

INTRODUCTION

The Owen D. Young CSD developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan.

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as "instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher." For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day (NYSED Part 175.5).

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an

emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Owen D. Young CS shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the district's SchoolTool database. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner's regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

District policy and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

EMERGENCY CLOSURE REMOTE LEARNING PLAN

POLICIES	The plan adheres to guidance set forth in the following Board of Education policies: AR 5153.1 Emergency Regulation Regarding Student Registration and Attendance; AR 8330.3 Staff Use of District Technology and Student Use of District Technology; 5300 Code of Conduct; 5300.25 Student Dress Code].
INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a personal computing device of a Chromebook or laptop. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction. The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home. All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.
PEDAGOGY	All teachers in grades K-12 will use Google DOCS as their primary instructional platform. Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach **may include a combination of:** **Synchronous "Live" Instruction** - Using Google Meet along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project based opportunities within this model. ***Teachers will make personal connections with all students during scheduled class times via Google Meet. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.*** **Asynchronous "Flipped" Instruction -** Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students participation and assignment completion (i.e. "Flipped Classroom"). These activities may include teacher/student synchronous interactions for a portion of the lesson.

	<u>Authentic Independent Instruction</u> - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.

STUDENT EXPECTATIONS	All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.
	
	● All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Meets:
	  o Mute yourself on meets as directed by your teacher
	  o **Cameras are to be kept on during classroom meets** unless directed specifically by your teacher to do otherwise.
	● Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable.
	● Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms.
	
	If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.

DAILY SCHEDULE	The virtual day will follow the same schedule framework as the HS, MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters. MS and HS teachers must be available for academic support during scheduled classes, study halls and Academic Labs.
COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach.
NON- INSTRUCTIONAL SERVICES	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise.

• **TRANSPORTATION** • **FOOD SERVICE** • **MAINTENANCE** • **CUSTODIAL** • **CLERICAL/ ADMINISTRATIVE SUPPORT**	In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement. A district remote instructional day is the same number of hours as an in-person instructional day. The actual hours of the instructional day shall be discussed each spring during building council.

For example,

1. Grades K-5: 6 hours
2. Grades 6-8: 6 hours
3. Grades 9-12: 6 hours

TRANSPORTATION

When a school district is in remote session, pupil transportation must be provided to students attending religious and independent schools, charter schools or students whose individualized education program (IEP) have placed them out of district. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation for students attending school outside of the district. Decisions not to transport will be based on real-time information relevant to the safety of students, staff and vehicles. The Owen D. Young School District will work with associated religious and independent schools as these situations arise to ensure student safety and access to their education.

REPORTING

IMMEDIATELY

Whenever a school building must close to instruction due to the activation of its District-wide School Safety Plan or Building-level Emergency Response Plan, a *Report of School Closure* must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a *Report of School Closure* must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding *Report of School Re-Opening*, via the NYSED Report of School Re-Opening portal.

The *Report of School Closure* is intended to provide immediate notification to the Commissioner regarding an emergency closure. The *Report of School Re-Opening* notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a *Report of School Closure* for routine snow days.

ANNUALLY BY JUNE 30TH

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

As part of the District-wide School Safety Plan, the school district's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability, when providing virtual instruction.

Special education teachers who provide direct/indirect consultant services will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day.

Special education teachers who teach resource room, self-contained special classes either content specific or specialized programs, should follow the same guidance and expectations as classroom teachers in regards to pedagogy, content, class meetings, and flexibility.

Teaching assistants are available for instructional support by way of participating in class meetings, keeping up on classroom assignments and expectations, and serving as additional academic support.

Related service providers are to provide "tele-therapy" services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility and they will use the students' IEPs to determine an appropriate/reasonable level of communication and support.

Documentation Requirements: Special education personnel are expected to document all supports and services provided to students during this time. Document the manner, means, duration of time, follow up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students' IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible to hold any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.

Parent/Student Computer, Internet Agreement and Computer Permission Slip

Computer Use

The Owen D Young CSD employs computers as one way of furthering its mission to teach the skills, knowledge, and behavior that students will need as successful and responsible adults. Students are issued a computer/iPad to enable them to use a varied and exciting set of resources including computer applications, multimedia, and the Internet. The following regulations refer to the student use of any and all computers within the School District:

*No person will deliberately or willfully cause damage, or alter the district-approved student-safe image on any computer equipment or software or assist others in doing the same.

*No software shall be installed on a district owned computer, unless it is approved by the district and installed by a Computer Specialist working for the district.

*At no time will a computer or device, not owned by the district be connected to the district network unless done so by and with permission of the Network Administrator.

*Each person will respect the rights of others to the privacy of the files they store on a computer or disk and not view those files without the owner's permission to view or alter these files.

*No district owned computer or device will be used for illegal or unlawful use. This includes, but is not limited to:

Copyright material; threatening or obscene material; expressions of bigotry, racism, or hate; or material protected by trade secret.

Internet Use

The Internet is available to students of Owen D Young CSD as a resource to promote educational excellence and communication. The following regulations are in effect relating to the use of the Internet:

- No Person will deliberately access educationally inappropriate materials or show others how to do the same.

- The Internet will not be used for illegal or unlawful use. This includes items listed above.

· Vandalism, defined as any malicious attempt to harass or destroy data of another user, the Internet, or any networks that are connected to the Internet is prohibited. This includes, but is not limited to the downloading, uploading or creation of computer viruses.

· Attempts to log onto the Network as an Administrator may result in immediate and permanent cancellation of network privileges.

· Any user identified as a security risk or having a history of misuse with other computer systems may be denied access to the Internet through the School District.

· Any possible problems with Internet Security will be reported immediately to the Computer Network Administrator. No attempt to correct or demonstrate the problem should be made by the user.

· Warranties: The School District Makes no warranties of any kind, whether express or implied, for the service it is providing hereunder. The School District will not be responsible for any damages you may suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the internet is at your own risk. The School District specifically, denied any responsibility for the accuracy or quality of information obtained through its services.

Access and Disclosure

A. Grounds Required for Access: The Owen D Young CSD reserves the right to access and disclose the contents of student, and other authorized users' communications. The District will do so only when it has a legitimate need and only with appropriate authorization. Messages sent or received may be made available for review by any authorized Owen D Young CSD official for purposes related to the Owen D Young CSD.

B. Monitoring of Computers: The Owen D Young CSD will monitor student computers as a routine matter.

a. The Owen D Young CSD will inspect the contents of computers in the course of an investigation triggered by indications of misconduct, as needed to protect health, safety, and welfare, or as needed to prevent interference with the academic mission of the institution, or as needed to locate substantive information required

that is not more readily available by other means. The Owen D Young CSD will respond to legal processes and fulfill its legal obligations.

b. The Owen D Young CSD will inspect computers in random checks on a periodic basis. Any detected misconduct will result in consequences for the computer user.

c. The contents of e-mail or any other communications may be disclosed without permission if such disclosure is required to satisfy a legal obligation.

User Responsibilities and Costs

There is no cost associated with the use of district computers/iPads. With proper care and responsibility, each computer/iPad will function for many years. If a computer/iPad or any of its peripherals is damaged due to neglect or carelessness, the student and parent are responsible for the reasonable cost of repair or replacement. Items that are not covered under warranty will incur charges for repair or replacement. Students will be charged $250-$500 if the laptop is lost, damaged or vandalized.

Computer and Internet use Agreement

Permission to use the school's computers/iPads is dependent upon a student and his or her parent/guardian signing the following form. Signing the form shows that the student understands and will follow the school's computer rules. Failure to follow the rules may result in a student being denied the opportunity to use the District's computers.

Student Agreement

I understand and I will abide by the above regulations and the regulations listed in the Handbook for Students and Parents. I (the parent or guardian) acknowledge and agree to the responsibility I have to ensure my child uses the computer/iPad for school related educational purposes only. I (the student and parent) further understand that any violation of the regulations above described is unethical and may also constitute a criminal offense. Should I commit a violation, my access privileges may be revoked, the school district may commence disciplinary proceedings against me, and I may be subject to appropriate legal action by the school district or others. Should the laptop/iPad become damaged, I understand that I am responsible for the appropriate charges for repair or replacement. Further, I will hold the Owen D Young CSD harmless against all damages, judgments, and attorney's fees that may be obtained against them arising out of my use of the Internet.

_____ I give permission for my child to participate in the Owen D Young CSD computer program. In checking this, I understand my potential financial obligation.

_____ I DO NOT give permission for my child to participate in the Owen D Young CSD computer program.

Print Student's Name: _____Grade: _____

Student's **Signature**: _____Date: _____

Print Parents' Name: _____

Parent's **Signatur**e: _____Date: _____

Owen D Young CSD Acceptable Use Policy Acknowledgement

This statement will acknowledge that we have read, reviewed, and understand the AUP as outlined in the Handbook for Students and Parents. We understand that the TUG is in effect whether the computer/iPad is used at home or at school.

Student's **Signature**: _____Date: _____

Parent's **Signature**: _____Date: _____