

Welcome to Elmira City School District

2026-2027 ECSD Family Resource Guide

2026-2027 ACADEMIC YEAR

THE FIRST DAY OF SCHOOL
IS TUESDAY SEPTEMBER 8, 2026.

CODE OF CONDUCT
DISTRICT POLICIES

DISTRICT CALENDAR
COMMUNITY SCHOOL RESOURCES

ELMIRACITYSCHOOLS.COM

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JOIN OUR TEAM!

STAY UP-TO-DATE ON OUR EMPLOYEMENT OPPORTUNITIES BY VISITING

ELMIRACITYSCHOOLS.COM/JOBS



Back to School 2026-2027

ELMIRACITYSCHOOLS.COM/BACKTOSCHOOL

Dear Elmira City School District Families,

Welcome to the 2026-2027 school year! At the Elmira City School District, we are committed to the development of the whole child by delivering support services as a way to achieve academic excellence. Communication between school and home is a critical component for the success of our students. This guide includes important information like school calendars and open house dates, contact information, student services, bus/transportation guidelines and the 2026-2027 Code of Conduct.

In the spirit of the District's Community Schools philosophy, we believe that with collective support from family, school and community, our students will succeed. We can leverage the power of bulk purchasing to purchase necessary supplies for a fraction of what families would have to spend on their own. Our administrators and teachers have identified the supplies necessary for classroom learning.



ELMIRA CITY SCHOOL DISTRICT

SCHOOL SUPPLIES ON US.

All school supplies and materials that students need for school, with the exception of backpacks, will be provided for **all students in Pre-K – 12** by the Elmira City School District.

All school supplies and materials that students need for school, with the exception of backpacks, will be provided for all students in Pre-K – 12 by the Elmira City School District for the 2026-2027 academic year.

I encourage you to stay informed with school updates through our various modes of communication and to share your priorities and ideas with us. Please stay connected through our school website and social media, as we are actively updating each of these platforms daily. We look forward to our continued work together throughout the school year as we partner to help every child succeed.

Sincerely,

Hillary Austin
Superintendent of Schools
Elmira City School District

2026-2027 CALENDAR

THE FIRST DAY OF SCHOOL FOR STUDENTS IS TUESDAY, SEPTEMBER 8, 2026.

SEPTEMBER 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

FEBRUARY 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

9/1/26 - 9/2/26	Conference Days
9/3/26 - 9/4/26	No School
9/7/26	Labor Day
9/8/26	First Day of School
10/9/26	Emergency Early Release
10/12/26	Columbus Day/Indigenous Peoples' Day
11/11/26	Veterans Day
11/25/26 - 11/27/26	Thanksgiving Recess
12/23/26 - 01/1/27	Winter Recess
1/18/27	Martin Luther King Jr Day
2/1/27	Conference Day
2/15/27	Presidents' Day
2/15/27 - 2/19/27	Mid-Winter Recess
3/15/27	Conference Day
3/26/27	Good Friday
4/5/2027 - 4/9/2027	Spring Recess
5/31/27	Memorial Day
6/24/27	Last Day of School for Students

* October 9, 2026, will be the emergency early release day. Students in all buildings will be released 15 minutes early.

Regents Exams	January 26-29, 2027
Regents Exams	June 15, 16, 17, 18, 21, 22, 23, 24, 2027
Rating Day	June 25, 2027

First Day of School

Holiday or Recess

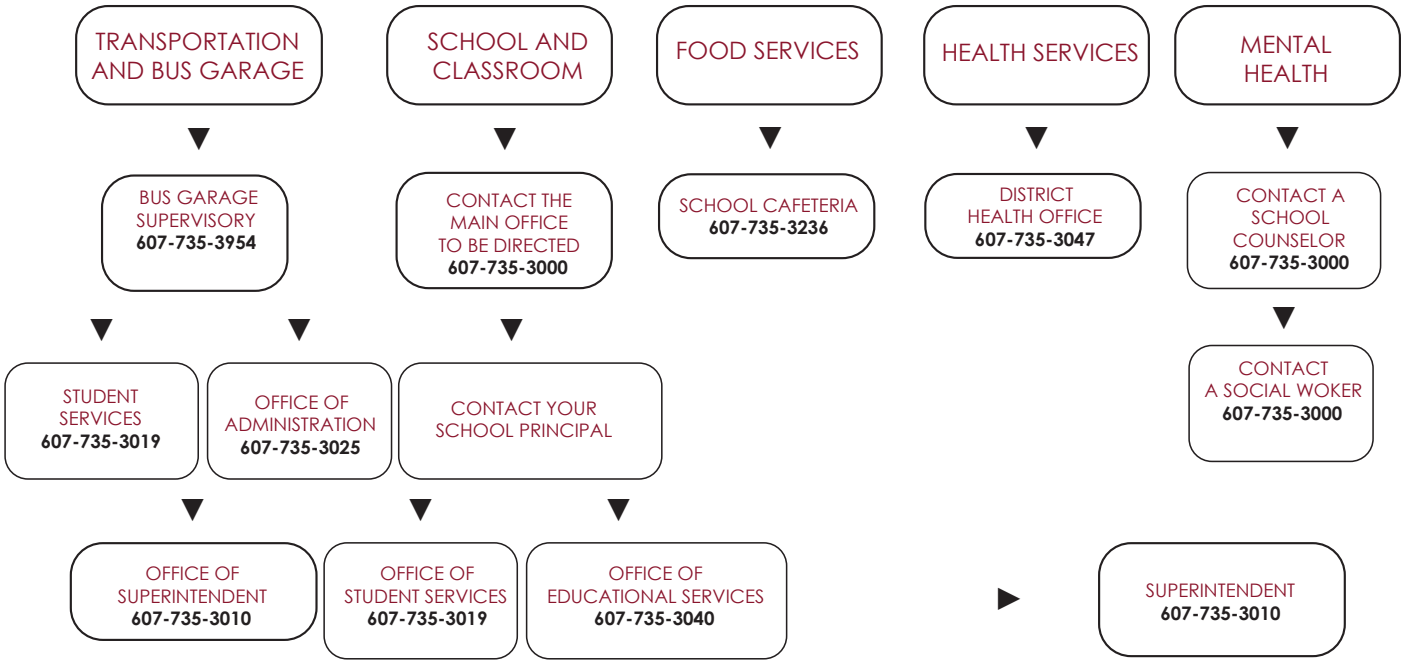
Conference Day

Regents Rating Day

Emergency Early Release

Regents Testing Days

WHO DO I CONTACT IF I HAVE A QUESTIONS?



DEPARTMENT CONTACTS

SCHOOL	CONTACT NAME	PHONE
ATHLETICS	GARY MOSHER	607-735-3205
BUS GARAGE	BILL PIERCE	607-735-3950
CURRICULUM	MARNIE MALONE	607-735-3575
EDUCATIONAL SERVICES	CARRIE ROLLINS COLIN WERFELMAN	607-735-3038 607-735-3040
FACILITY USE	BAMBI WATTS	607-735-3980
FOOD SERVICES	KARI CROUSE	607-735-3236
HEALTH SERVICES	MELISSA MONTOPOLI	607-735-3047
HOMELESS LIASON	DEREK ALMY	607-735-3041
STUDENT SERVICES	DEREK ALMY ZACHARY LLOYD	607-735-3041 607-735-3042
PERSONNEL	JAKE SHEEHAN	607-735-3025
PUBLIC INFORMATION	BETH MANWARING	607-735-3091
PRE-KINDERGARTEN	DEREK ALMY ZACHARY LLOYD	607-735-3019 607-735-3042
SPECIAL EDUCATION	SUZANNE COMSTOCK	607-735-3042
STUDENT RECORDS	JESSICA AUSTIN	607-735-3995
SPEC. ED. STUDENT RECORDS ONLY	TBD	607-735-3007
SUPERINTENDENT	HILLARY AUSTIN	607-735-3010
TUTORING AND HOME SCHOOLING	JENNIFFER THOMAS	607-735-3570

CONTACT A PRINCIPAL

CONNECTING WITH YOUR CHILD'S SCHOOL PRINCIPAL

SCHOOL	PRINCIPAL	PHONE
BEECHER ELEMENTARY	KELLEY BACALLES	607-735-3500
BROADWAY ACADEMY	STEPHANIE HILLMAN	607-735-3600
BROADWAY ELEMENTARY	CALEB STONER	607-735-3300
PARLEY-COBURN ELEMENTARY	MATTHEW BURCH	607-735-3650
DIVEN ELEMENTARY	KEARY MILLER	607-735-3700
ERNIE DAVIS ACADEMY	SARAH LAMBERT	607-735-3100
ELMIRA HIGH SCHOOL	CHRISTOPHER REGER	607-735-3200
FASSETT ELEMENTARY	ALICIA BUBB	607-735-3900
HENDY AVENUE ELEMENTARY	MARC VESCI	607-735-3750
PINE CITY ELEMENTARY	KELLY PALMER	607-735-3800
RIVERSIDE ELEMENTARY	HEATHER EDEN	607-735-3850

CONNECT WITH A FAMILY AND COMMUNITY OUTREACH COORDINATOR

SCHOOL	CONTACT	PHONE
BEECHER ELEMENTARY	RYAN YOUNG	607-735-3502
BROADWAY ELEMENTARY	DIANA ALLINGTON	607-735-3619
BROADWAY ACADEMY	KRISTI KREISLER	607-735-3350
COBURN ELEMENTARY	TBD	607-735-3672
DIVEN ELEMENTARY	MAGGI CAMPANELLA	607-735-4518
ERNIE DAVIS ACADEMY	ANGELA TAYLOR	607-735-3170
ELMIRA HIGH SCHOOL	DIANNA JONES	607-735-3255
FASSETT ELEMENTARY	KAYLA BYRON	607-735-3934
HENDY AVENUE ELEMENTARY	TBD	607-735-3750
PINE CITY ELEMENTARY	ALYSSA ALLEN	607-735-3844
RIVERSIDE ELEMENTARY	JENNIFER MALLACOCCIO	607-735-3871

COUNSELING IN SCHOOL FOR STUDENTS

The Elmira City School District is fortunate to have available a multitude of academic and supportive services for all students. One of the cornerstones of these services lies in the school counseling office. The Elmira City School District Comprehensive School Counseling program is based on standards and student competencies developed by the American School Counselor Association for academic, personal/social, and career development and the New York State Learning Standards.

School counselors offer individual counseling to help students resolve personal or interpersonal problems. If you would ilke to connet your student with a counselor, visit www.elmiracityschools.com/support and complete a referral form to the counselor at your student's school.

SCHOOL COUNSELORS

BEECHER ELEMENTARY

Sonja Jennings
607-735-3521

BROADWAY ACADEMY

Karli Swartz
607-735-3319
Last Names: L - Z

Laura Johnson
607-735-3315
Last Names: A - K

BROADWAY ELEMENTARY

Sarah Klotz
607-735-3613

COBURN ELEMENTARY

Tyler Easterbrook
607-735-3680

DIVEN ELEMENTARY

Steven Mastronardi
607-735-3717

EHS COUNSELOR	ALPHA BREAKDOWN	PHONE NUMBER
Tiffany Moreno	A-Cow	607-735-3216
Molleigh Taft	Cr-Haz	607-735-3215
Zoe Mennig	He-MEN	607-735-3213
Ventre Woolery	Mi-Shi	607-735-
Joan Fedor	Sho-Z	607-735-3217
Kristine Martinez	EXPRESS	607-735-3214

ERNIE DAVIS ACADEMY

Justin Fuchs
607-735-3142

Nicholas Marino
607-735-3115

Gretchen Pratt
607-735-3116

FASSETT ELEMENTARY

Anna Grazioso
607-735-3930

HENDY ELEMENTARY

Carley Drake
607-735-3780

PINE CITY ELEMENTARY

Michelle Wichtowski
607-735-3830

RIVERSIDE ELEMENTARY

Kimberly Webster
607-735-3867

COMPLETE A COUNSELING REFERRAL FORM

2026-2027 SCHOOL START/END TIMES

SCHOOL	START TIME/END TIMES	*MORNING BREAKFAST HOURS
BEECHER ELEMENTARY	7:55 AM & 2:20 PM	7:30 AM - 8:05 AM
BROADWAY ACADEMY	8:30 AM & 3:00 PM	8:15 AM - 8:35 AM
BROADWAY ELEMENTARY	7:55 AM & 2:20 PM	7:30 AM - 8:05 AM
COBURN ELEMENTARY	7:55 AM & 2:20 PM	7:30 AM - 8:05 AM
DIVEN ELEMENTARY	8:15 AM & 2:40 PM	7:45 AM - 8:15 AM
ERNIE DAVIS ACADEMY	8:50 AM & 3:26 PM	8:50 AM - 3:26 AM
ELMIRA HIGH SCHOOL	8:40 AM & 3:14 PM	8:00 AM - 8:40 AM
FASSETT ELEMENTARY	8:15 AM & 2:40 PM	7:45 AM - 8:15 AM
HENDY AVENUE ELEMENTARY	7:55 AM & 2:20 PM	7:30 AM - 8:05 AM
PINE CITY ELEMENTARY	8:15 AM & 2:40 PM	7:45 AM - 8:15 AM
RIVERSIDE ELEMENTARY	8:15 AM & 2:40 PM	7:45 AM - 8:15 AM

*The Elmira City School District is able to offer school breakfast to students after the instructional day begins under the "Breakfast After the Bell" program. This is offered at no charge through the Community Eligibility Program..

EARLY DISMISSAL TIMES FOR SCHEDULED ELEMENTARY HALF DAYS

GRADE	**EARLY DISMISSAL TIMES ON SCHEDULED ELEMENTARY HALF DAYS**
GRADES PRE-K - 2	11:00 AM
GRADES 3-6	10:40 AM

MARKING PERIODS

The school year is divided into four marking periods. At the end of each marking period, final grades are posted in the SchoolTool Parent Portal. Marking periods 1 and 2 make up Semester 1 and Marking Periods 3 and 4 make up Semester 2.

Families are encouraged to check SchoolTool regularly throughout the school year to monitor their child's academic progress, attendance, schedules, and report card grades. SchoolTool provides up-to-date information, allowing families to stay informed between marking periods.

Need a SchoolTool account?

If you don't already have a Parent Portal account or need assistance accessing SchoolTool, visit our Parent Portal page for registration instructions and support.

What You'll Find in SchoolTool

- Grades
- Attendance
- Student schedules
- Teacher assignments
- Bus assignments (under 'User Defined' that can only be viewed from a computer)

Questions about your child's grades?

If you have questions about a grade or report card, please contact your child's teacher first. Your child's school counselor or principal is also available to provide additional support if needed.

2026-2027

MARKING PERIOD	START DATE	END DATE
FIRST MARKING PERIOD	SEPTEMBER 8, 2026	NOVEMBER 6, 2026
SECOND MARKING PERIOD	NOVEMBER 7, 2026	JANUARY 29, 2027 (end of first semester)
THIRD MARKING PERIOD	JANUARY 30, 2027	APRIL 16, 2027
FOURTH MARKING PERIOD	APRIL 17, 2027	JUNE 25, 2027



Back to School Family Orientation Events

2026 OPEN HOUSE AND FAMILY ORIENTATION EVENTS

BEECHER ELEMENTARY

August 31, 2026
5:00 PM - 6:00 PM
Popsicles with the Principal

September 2, 2026
2:00 PM - 3:00 PM
Walk the Halls

September 24, 2026
5:30 PM - 6:30 PM
Open House

BROADWAY ACADEMY

August 19, 2026
12:00 PM - 2:00 PM
Orientation

August 26, 2026
4:00 PM - 6:00 PM
Orientation

August 27, 2026
12:00 PM - 2:00 PM
Orientation

October 8, 2026
5:00 PM - 6:30 PM
Open House

BROADWAY ELEMENTARY

August 31, 2026
5:00 PM - 6:00 PM
Popsicles with the Principals

September 2, 2026
2:00 PM - 3:00 PM
Walk the Halls

September 24, 2026
5:30 PM - 6:30 PM
Open House

DIVEN ELEMENTARY

September 2, 2026
4:30 PM - 5:30 PM
Meet and Greet

ERNIE DAVIS ACADEMY

August 24, 2026
9:00 AM – 11:00 AM
& 4:00 PM – 6:00 PM
Parents must accompany students to pick up schedules and lockers, Yondr pouches and devices.

August 25, 2026
12:00 PM - 2:00 PM
& 5:00 PM - 7:00 PM
Parents must accompany students to pick up schedules and lockers, Yondr pouches and devices.

August 26 and 27, 2026
10:00 AM - 2:00 PM
Building will be open for self-guided tours and locker practice

September 3 and 4, 2026
10:00 AM - 2:00 PM
Building will be open for self-guided tours and locker practice

ELMIRA HIGH SCHOOL

August 18, 2026
10:00 AM – 11:30 AM
& 1:30 PM – 3:30 PM
Get on Track (Laptop & Yondr Pouch Pick-up)

August 19, 2026
10:00 AM – 11:30 AM
Get on Track (Laptop & Yondr Pouch Pick-up)

August 20, 2026
10:00 AM to 11:30 AM
Get on Track (Laptop & Yondr Pouch Pick-up)

September 8, 2026
4:00 PM – 5:30 PM
Open House

FASSETT ELEMENTARY

September 2, 2026
4:30 PM - 5:30 PM
Meet and Greet

HENDY ELEMENTARY

September 2, 2026
2:30 PM - 3:30 PM
Walk the Halls Back to School Bash

September 22, 2026
5:00 PM - 6:00 PM
Open House

PARLEY COBURN ELEMENTARY

August 27, 2026
11:00 AM - 12:00 PM
Walk the Halls, Find Your Child's Classroom and Explore the Building

September 10, 2026
5:00 PM - 6:00 PM
Open House

PINE CITY ELEMENTARY

September 2, 2026
4:30 PM - 5:30 PM
Meet and Greet

RIVERSIDE ELEMENTARY

September 2, 2026
4:30 PM - 5:30 PM
Meet and Greet

2026- 2027 PARENT TEACHER CONFERENCES

ELEMENTARY SCHOOLS | HALF DAYS

PARENT TEACHER CONFERENCES	GRADE	HALF DAY EARLY DISMISSAL TIME
NOVEMBER 3, 2026	GRADES PRE-K - 2 GRADES 3 - 6	11:00 AM 10:40 AM
MARCH 18, 2027	GRADES PRE-K - 2 GRADES 3 - 6	11:00 AM 10:40 AM

MIDDLE SCHOOL | CONFERENCES BY APPOINTMENT

PARENT TEACHER CONFERENCES	TIME	LOCATION
NOVEMBER 5, 2026	4:30 PM - 6:30 PM	ERNIE DAVIS ACADEMY
MARCH 16, 2027	4:30 PM - 6:30 PM	ERNIE DAVIS ACADEMY

PARENT-TEACHER CONFERENCES

Parent-teacher conferences provide an opportunity for families and teachers to discuss student progress, celebrate successes, and work together to support student learning. While conference opportunities vary by grade level, families are encouraged to communicate with their child's teacher at any time during the school year with questions or concerns.

ELEMENTARY SCHOOLS (PRE-K–6)

Elementary parent-teacher conferences are scheduled by each student's classroom teacher during designated half-day conference dates. Teachers will contact families directly with conference information and appointment times. Families will receive scheduling information from their child's school prior to each conference date.

MIDDLE SCHOOL (GRADES 7–8)

Middle school parent-teacher conferences are held by appointment on designated conference evenings. Families will receive scheduling information from their child's school prior to each conference date.

HIGH SCHOOL (GRADES 9–12)

Broadway Academy and Elmira High School do not hold district-wide parent-teacher conference nights. Families are encouraged to contact teachers, school counselors, or administrators at any time during the school year to discuss student progress or request a conference as needed.

QUESTIONS ABOUT YOUR CHILD'S PROGRESS?

You don't have to wait for a conference. Families are encouraged to reach out to their child's teacher whenever they have questions or would like to discuss academic progress, attendance, or classroom performance.

Schedules, Teacher Assignments and Bussing Information **Available in School Tool**

SCHOOLTOOL PARENT PORTAL

CONNECTING WITH YOUR CHILD'S SCHOOL USING A SECURE ONLINE PORTAL

WHAT IS THE ELMIRA CITY SCHOOL DISTRICT SCHOOLTOOL PARENT PORTAL?

The SchoolTool Parent Portal is one of many ways to keep in touch with your child's academic progress, and is available to all parents in the Elmira City School District. This service is intended to enhance communication between home and school.

SchoolTool Parent Portal provides parents and legal guardians with password-protected secure access to view student's class schedule, grades, assignments, attendance records and contact information from nearly any device that can access the Internet. Teachers can be emailed directly through Parent Portal.

WHO IS THE PORTAL FOR?

SchoolTool Parent Portal is for parents and legal guardians of Pre-K through 12th grade students.

WHY SHOULD I USE PARENT PORTAL?

Student access in school is not only based on the time students spend in clases, but also on the connection between home and school. Access to your student's grades and attendance can help open the lines of communication between you and your student, and also you and your child's teachers.

HOW DO I REGISTER?

Complete and return a registration form to your child's school. Please allow up to 2 weeks for processing.



Snow Days and Delays Emergency Closures

WHO DETERMINES SCHOOL DELAY/ CLOSING CAUSED BY WEATHER?

This is a lengthy and detailed process. It usually starts 24 hours in advance when the District is alerted to potential weather problems by the "Accu-Weather" weather service. The service provides information frequently, keeping the District apprised of changes in the forecast. This information is updated as the forecast changes and the District is provided with the most current information. The District also utilizes the National Weather Service in Binghamton as well as several other weather information tools. Generally, the Transportation Director and the Superintendent of Schools discuss the possibility of needing to close school the night before, depending on the forecast. Our transportation team, regional superintendents' offices and regional DOT officials help to determine school delay/closing calls.

WHEN ARE SCHOOL DELAY/ CLOSING DECISIONS MADE?

The morning of school, the Transportation Director starts the process at 3:30 a.m. by driving on several rural roads before proceeding to the District's Transportation Garage in Southport. Upon arrival, our Transportation Director receives the most current information from "Accu-Weather" and then calls various surrounding school districts to gather information about their road conditions. Several other calls may be made to local bus contractors and various other agencies located within the District to include but not limited to police agencies and town and county garages to ascertain conditions. Between 4:45 a.m. and 5:15 a.m. a call is placed to the Superintendent of Schools and weather conditions are discussed and recommendations are made.

School delay/closing decisions are usually very early in the morning, often around 5 a.m. For big storms, forecasted early by weather officials, we can (rarely) make school decisions the night before. Otherwise, families can expect to learn about snow days bright and early in the morning, often around 5 a.m. On days when weather patterns are predicted to shift, it's important to stay connected in the case a delay status is determined as a full closure.

HOW COLD IS IT WHEN DELAYS/ CLOSINGS ARE CONSIDERED?

The general rule of thumb is -20 degrees including the wind chill temperature. We have a number of students who walk to school or wait at bus stops and we have to take into consideration that frost-bite can occur on exposed skin in about 30 minutes at wind chills of -20 or lower. We also review the forecast for later in the morning to determine whether or not we should call a two hour delay or close school for the day.

WHERE TO FIND SNOW DAY/DELAY SCHOOL STATUS?

1. **Text Message** - In the event of an emergency closing or delay, the Elmira City School District will communicate with families via text. To sign up for SMS text messaging, first you need to make sure we have a mobile record on file for you in School Tool (only District families and staff will be sent a text message--only those that have records in our contact management systems, School Tool and WinCap). Staff and District families can easily opt-in to receive these text messages now by texting Y to the short code 67587.

2. **Website** -- We will post an alert at the top of the page in the morning for families to access at www.elmiracityschools.com.

3. **Local news** - The District will issue a press release to local media on mornings that snow is impacting school.

4. **Social Media** - Do you follow the District on Facebook and Twitter? Give us a like and always stay up to date on weather delays/closings + all of the amazing things in Elmira!

5. **Look out the window!** We always encourage our families to make the best decisions possible for their own safety as well. Especially our rural families, conditions are different in various areas of our region.

One of the **most critical** components of our **school safety** planning relies on our ability to **contact you** when it's most **important.**

FOLLOW THE TIPS BELOW TO MAKE SURE WE CAN REACH YOU:

1. Make sure your contact information is update to date and current in SchoolTool.

Have a change? Fill out this form:
elmiracityschools.com/contactchangeform

2. Save Us as a Contact.

The District uses an automated calling system which may be flagged from phone carriers as SPAM. One way to ensure you know it's us when we call is to save us in your contacts.

Save 607.735.3000 as Elmira City School District.

Save your student's school number, too. Find a list of numbers here:
elmiracityschools.com/contactus

3. Call the School with Questions



EMERGENCY COMMUNICATIONS

When there is an emergency, depending on the nature of the crisis and the resources available (i.e. phones, Internet), the District may communicate with one or more of the following methods:

- **Phone, Email and Text to Parents/Guardians**
- **District Email**
- **SMS Text Messaging**
- **Local Media**

Staff and District families can easily **opt-in to receive these text messages** now by texting:

Y to the short code 67587



OPT-IN TO TEXT MESSAGING

OPT IN TO TEXT MESSAGES

Stay informed with important updates. Text alerts are used for urgent communications, including school closings, delays, and other important district announcements.

Text Y to 67587

Make sure the District has your current mobile phone number on file in SchoolTool Parent Portal.

Text messages are sent through SchoolMessenger, the District's notification system. Only parents, guardians, and staff with a mobile phone number on file are eligible to receive text messages. Standard message and data rates may apply through your wireless carrier. If you change your mobile number, be sure to update your contact information in SchoolTool and opt in again using your new number.

INFORMATION ABOUT EMERGENCY SCHOOL CLOSINGS/DELAYS

Text Message - In the event of an emergency closing or delay, the Elmira City School District will communicate with families via text, email, social media and the District website. To sign up for SMS text messaging, first you need to make sure we have a mobile record on file for you in School Tool (only District families and staff will be sent a text message--only those that have records in our contact management systems, School Tool and WinCap). Staff and District families can easily opt-in to receive these text messages now by texting Y to the short code 67587. The text messages will come from SchoolMessenger, the system we use now for phone calls and emails to families. Text messages will only be sent to cell phone numbers whose recipients have agreed to receive them. Standard rates apply.

SCHOOLOGY APP ®

The Elmira City School District uses a Learning Management System (LMS) called Schoology as the hub for communication, curricular resources and activities.

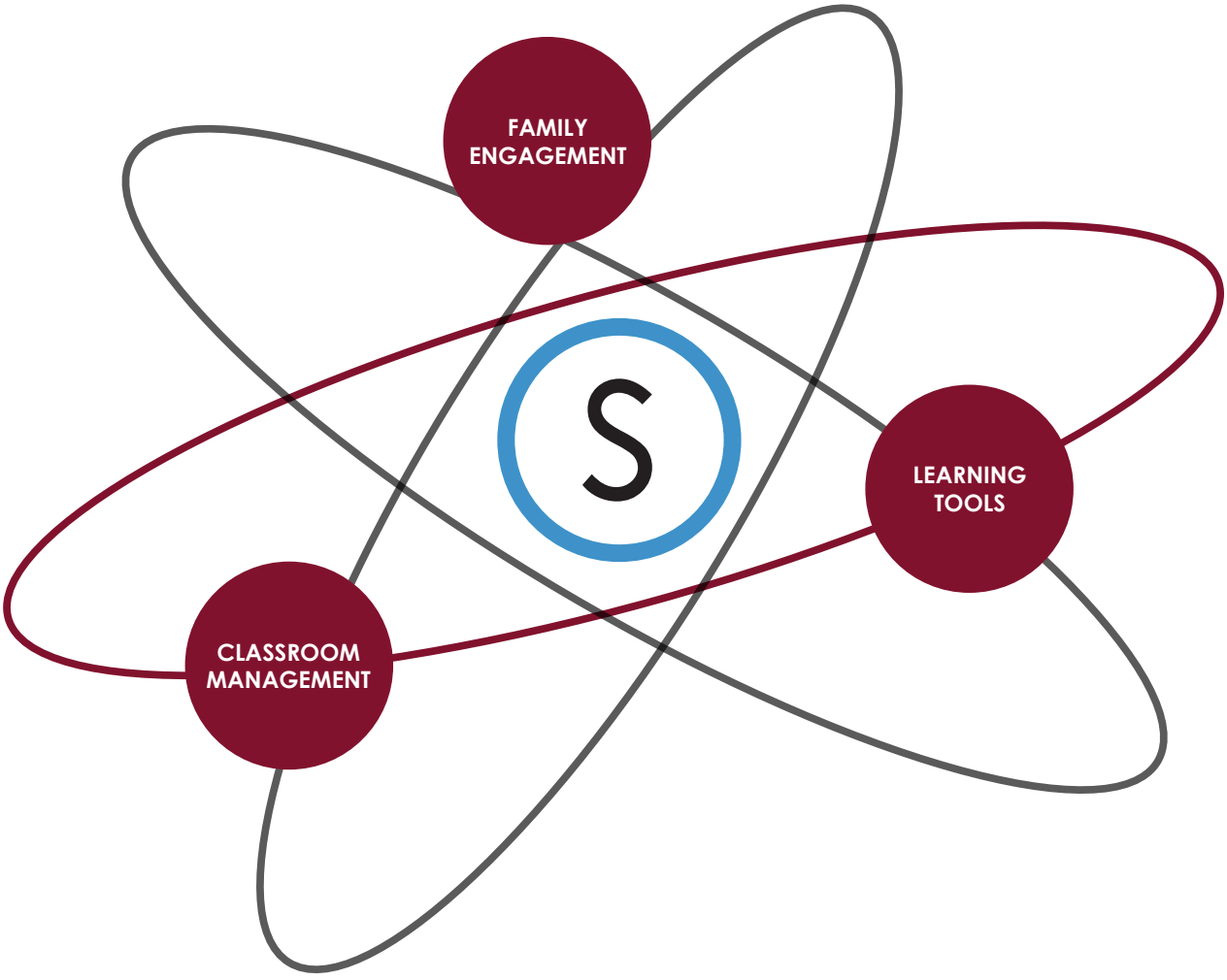
SCHOOLOGY APP ALLOWS PARENTS/GUARDIANS TO...

- Receive messages, pictures and updates
- Access each child's courses, grades, feedback, and activity
- Join School Groups
- View recent activity and posts from their child's schools
- Compose messages to teachers, staff and buildings

IMPORTANT NOTES

The Schoology Mobile App is designed to provide access to only certain features or settings. For features and settings not available on the app, you can use a computer or the browser on your device.

Depending on the permissions set by your organization, you may or may not have access to certain areas of the mobile app as described below. Reach out to your child's instructor or your organizations Support Contact for more information.



STAY CONNECTED

1

DOWNLOAD THE SCHOOLOGY APP ®

ANDROID: Google Play or Amazon App Store
IOS: Apple App Store

Accounts are created using guardian email addresses that are associated with the student in SchoolTool. The email(s) that you provided as contacts will be used to log into the app.

Access to this email address is critical in order to recieve a Schoology-generated password for your account.

ANDROID/
IOS
SYSTEMS

2

FORGOT MY PASSWORD?

If you have lost or forgotten your Schoology-generated password, you must visit **app.schoology.com** by opening a mobile browsing and clicking the FORGOT MY PASSWORD link.

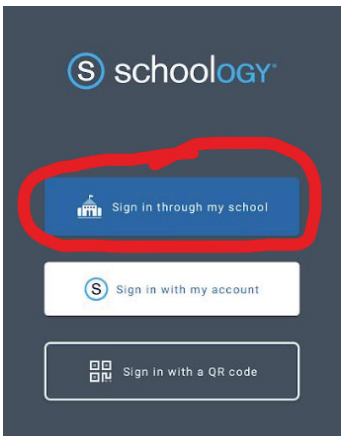
3

LOGGING IN TO SCHOOLOGY APP ®

Once you have your password:

- In the Schoology App, parents/guardians need to log-in through **www.schoology.com** by clicking the **CONTINUE** button.

Sign in through my school



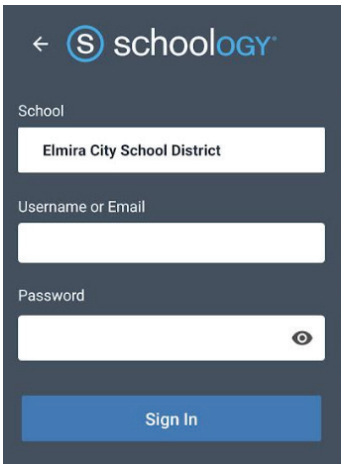
4

CONTACT THE DISTRICT FOR SUPPORT

Technical Support Contact:
techhelp@elmiracityschools.com

OR

Scan the QR Code below to watch a demonstration on how to download, log-in, and use the Schoology App.

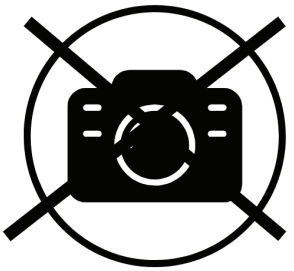


2026-2027

ELMIRA CITY SCHOOL DISTRICT

Photography and Video Media

OPT-OUT FORM



OPTIONAL

We often have local media, partners, and organizations at school events. They may take photos/videos or use student names in news, social media, or other materials. If you are OK with this, no action is needed.

To opt out:

Scan the QR code or visit the link and submit the form ONLY if you DO NOT want your child's name or image used by the District, media, or partners.

elmiracityschools.com/media

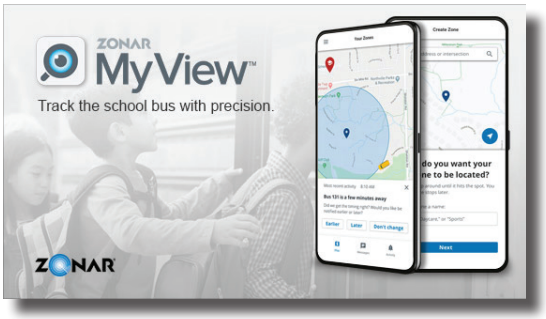


Zonar's MyView Track the Bus App

The MyView bus tracking app provides families direct access to the status of their student's school bus. Families and students can see where their bus is on the route and set email and push notifications that alert families when the bus is a specific distance from their stop. In order to access the MyView app, your child must be routed on a school bus.

WHAT IS MYVIEW?

Parents use the MyView mobile app to see where their child's bus is located, create zones and customize alerts. Parents also view and receive instant alerts with the details of their child getting on and off the bus. Security is priority one, especially where student information is concerned. All parent information is locked down and password protected within the app to prevent unauthorized people from opening the app and viewing the child's bus information.



KEY FEATURES

- View a real-time, map-based bus locator
- Guarantee parent and student information privacy
- Create custom zones for each stop and facility
- Send email alerts and SMS messages
- Available on smartphones and tablets

HOW TO SET UP ZONAR MYVIEW:

1. Download the Zonar MyView app from the App Store or Google Play.

2. Enter **School Access Code: ELM96092022**

3. Enter your child's unique student ID. If you do not know your student's unique ID, you can find this number by logging into the SchoolTool Parent Portal.

4. Create alert zones around drop-off and pick-up points.

5. When your child's bus enters an alert zone, you will receive notification by email or text.

Please Note: For a variety of reasons, bus numbers could change temporarily throughout the school year. In the case, transportation staff will modify MyView records to reflect these changes. Updates such as these could take up to 24 hours

SET-UP INSTRUCTIONS

QUESTIONS?

Please contact the Bus Garage.

Email Dispatch: elmirabusgaragedispatchers@elmiracityschools.com

Phone: 607.735.3950



A SAFE BUS RIDE TO SCHOOL

THANK YOU FOR REVIEWING THESE RULES WITH YOUR STUDENTS.

1. Per Education Law 2-D which protects student privacy, NO PHOTOS OR VIDEO RECORDINGS are permitted on school busses.

2. Bus driver is AUTHORIZED to assign seats.

3. Sit in your assigned seats.

4. Use kind words, inside voice and clean language.

5. Remain seated until the bus has stopped completely.

6. If you did not bring it on the bus, DO NOT touch it. If you did bring it on the bus, TAKE it with you.

7. Keep your hands and feet to yourself and inside the bus.

8. No wireless speakers...you must use earbuds.

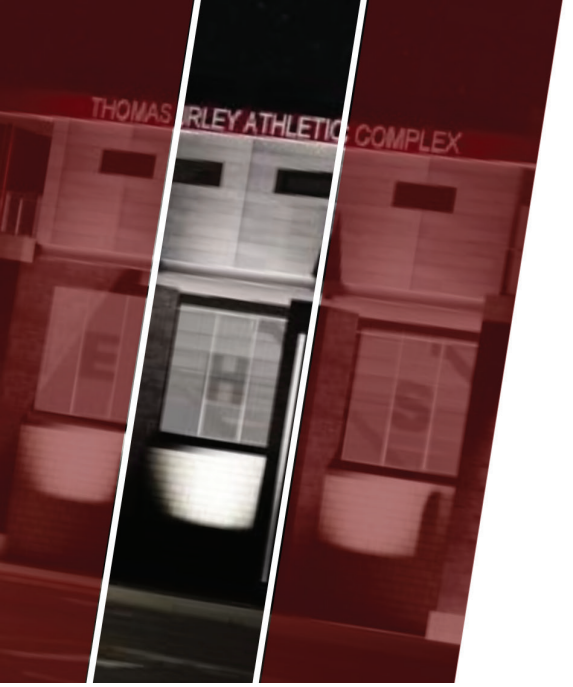
9. Do not block the isle.

10. Use your listening ears when the driver gives instruction.

11. Please leave the bus as clean as you found it.

12. Have a safe trip!





Express Athletics Stadium Expectations

Safety is everyone's responsibility.

Athletic events in Elmira are a time for us to come together as a community to support our student-athletes and celebrate school spirit! To keep these events exciting, safe, and enjoyable for everyone, we ask for your help with the following expectations:

• **ADULT CHAPERONES REQUIRED** for Students in Grades 8 and Below -- All PreK-8 students attending athletic events at the stadium, whether supporting home or visiting teams, must be accompanied by an adult.

• **HIGH SCHOOL STUDENTS** – Students in grades 9-12 may enter on their own through a designated line at the entry gate.

• **POSITIVE ATTENDANCE ONLY** – Students who have been assigned in-school suspension (ISS), or out-of-school suspension (OSS) at any time this school year, or are under other disciplinary restrictions, are not permitted to attend extra-curricular school programs including athletic events. Likewise, students who are escorted out of the stadium because of behavioral concerns will not be permitted to attend future events.

• **ARRIVE AND LEAVE TOGETHER** – Elementary and middle school students who arrive without a supervising adult will be directed to leave. If a chaperone leaves the stadium, any student under their supervision must also leave. Entry or re-entry after half time is not allowed.

• **STAY IN THE STANDS** – Cheer on our teams! We require that all students remain in the seating area to enjoy the game. Congregating, loitering, or running around inside and outside will not be allowed. No pick-up games (i.e. pick-up football, soccer, etc.) are permitted inside or outside of the stadium during events.

• **EXPRESS STAFF ARE THERE TO HELP** - Supervising staff are indicted by a yellow "EXPRESS STAFF" vest.

Thank you in advance for partnering with us to make each stadium event safe. We look forward to seeing you in the stands — cheering on the Elmira Express!

Go Express!



Roster of Community Schools Programs

The Elmira City School District believes that students are most successful when schools, families, and the community work together. Through our Community Schools approach, we connect students and families with valuable resources and services that support academic achievement, health and wellness, social-emotional growth, and family engagement. From after-school enrichment and mentoring programs to health services, food assistance, counseling, and community partnerships, we're committed to helping every student thrive—both inside and outside the classroom. Together, we're building stronger schools, stronger families, and a stronger community.

The following pages provide a directory of the Community Schools programs and partnerships available to Elmira City School District students and families. If you have questions about any of these services or need assistance accessing them, please contact your child's school or visit our Community Schools webpage for additional information.

Elmira City School District
Community Schools

elmiracityschools.com/communityschools

ARCADE PROGRAM (GRADES 3-6)

The ARCADE Program is the District's 21st Century Grant after school program for students in grades 3 – 6. The ARCADE program offers academic support, enrichment activities and a social emotional component in an after school setting at all four of our Intermediate schools; Beecher, Broadway, Hendy and Parley Coburn.

The program operates four (4) days per week; Monday, Tuesday, Thursday and Friday. If you are interested in enrolling your child / student, please contact your building administrator for more information.

District Coordinator	Jen Biggs	607-735-3580

THE BACKPACK PROGRAM

We believe that no child should ever go hungry. Yet, many children who receive free and reduced priced school meals are left without the nutrition they need on weekends and holiday breaks when school is not in session. By providing children who are at risk of hunger with a bag of nutritious food each Friday throughout the school year, the BackPack Program attempts to reduce this gap and help children return to school on Monday ready to learn. If you are interested in enrolling your child/student in the BackPack program please contact the BackPack Coordinator at your school.

District Coordinator	Linda Yusko	607-735-3581
Food Services	Kari Crouse	607-735-3236
Food Bank Representative	Devin McLaughlin	607-796-6061

BEHAVIORAL INTERVENTION CENTER (BIC)

This program, in general, provides students in grades 3 – 6 and students in grades 7 – 9 with tutoring and academic support. Along with assistance with school work, students participate in psycho-educational workshops designed to counsel them on behaviors that lead to their in-school suspension. Team-building activities and other social and emotional supports are available and assist students in developing skills to make better choices.

District Coordinator	Derek Almy	607-735-3581
Glove House Rep.	Laurie Bush	607-737-2628

CIRCLE OF FRIENDS AND PAL PROGRAM

Circle of Friends in a mentoring program run by Compeer-Family Services of Chemung County, which is open to any student in Grades K-6 within the Elmira City School District. The Program meets twice a month at school during lunch/recess time.

Grades K-2 | Compeer Youth Support Specialist | Casey Lantz
Grades 3-6 | Compeer Youth Support Specialist | Amber Connell

The Pal Program is a mentoring program also run by Compeer, Family Services of Chemung County which is open to students in grades 4th - 12th grades. Students re paired with a volunteer and participate in activities ranging from helping with homework to going to sports events and attending community activities.

District Coordinator	Derek Almy	607-735-3851
Compeer Director	Donna Kaylor	607-733-2820 ext. 111

CASA TRINITY EXPANDED SERVICES

Coburn, Hendy, Broadway Elementary, Beecher Schools ARCADE
Too Good for Drugs Grades 3 – 4
Second Step Grades 5 – 6
Supplementary Activities (Protective Factors and Risk Reduction)
One lesson per week for each grade level in each building; supplementary prevention activities. Programs and skills practice to be taught by CASA-Trinity. Program materials to be provided by CASA-Trinity.

Coburn, Hendy, Broadway Elementary, Beecher Schools ARCADE
Second Step Grades 3 – 4
Too Good for Drugs Grades 5 – 6
One lesson per week for all classrooms in each building; 30 minutes per lesson. Programs and skills practice to be taught by CASA-Trinity. Program materials to be provided by
CASA-Trinity.

District Coordinator	Derek Almy	607-735-3851

CHILD CARE COUNCIL PARTNERSHIP FOR

The Chemung County Child Care Council is a non-profit resource and referral agency that actively promotes affordable quality child care programs and through their advocacy they promote early childhood educational options for students and families. The Child Care Council Partnership serves as the designated data collection and reporting agency for our Pre-K students in Chemung County.

District Coordinator	Jay Hillman	607-735-3851

CHILDREN AND FAMILY TREATMENT SUPPORT SERVICES | PILOT AT BEECHER

Children and family treatment support services include mental health and substance use services -- available with NYS Children's Medicaid. This program provides youth (ages 21 and under) and their families, the power to improve their health, well-being and quality of life. These services strengthen families and help them make informed decisions about their care. Services are provided at home or in the community and include therapy sessions, rehabilitation services, family peer support, youth peer support and training, and crisis intervention.

District Coordinator	Zachary Lloyd	607-735-3042
Pathways	Emily Sadler	607-937-3200

CHILDREN'S INTEGRATED SERVICES (CIS)

CIS partners with ECSD to further the model of early intervention related to children and youth with behavior and/or emotional issues. Services added will assist in developing a stronger partnership and connection with the school district to reduce school dropout rates, increase attendance and reduce the number of PINS Petitions and associated cost of placement.

District Coordinator	Derek Almy	607-735-3851
CIS Contact	Christy Harmer	607-737-5582

COMPREHENSIVE INTERDISCIPLINARY DEVELOPMENT SERVICES (C.I.D.S)

This early childhood services team performs screenings of preschool-aged children, collects their medical, family and developmental histories, provides brief counseling to parents, refers the children for appropriate remediation and reevaluation, has a formal network of information sharing with the children's doctors and appropriate agencies, and keeps track of development until the children enter school. A screening consists of standardized vision, hearing, speech articulation and a series of developmental tests.

District Coordinator	Derek Almy	607-735-3851
CIDS Contact	Kacey Gergel	607-733-6533

CIS IN-SCHOOL

In All School Buildings Grades Pre-K-9

Children's Integrated Services Program is the entry point for children with attendance concerns, significant behavior difficulties and/or a serious emotional disturbance. Chemung County provides linkages to services for children/ adolescents and their families through use of the Single Point of Accountability (SPOA) process, or the Children's Coordinated Services Initiative (CCSI) process. Needs are identified and services linked according to a screening process to determine if the child is eligible for specific services.

In-school caseworkers meet with the family and the child to set goals and work out a plan of action to accomplish these goals. The focus is to build on the child's strengths, rather than focusing on their negative behaviors.

District Coordinator	Derek Almy	607-735-3851
CIS Contact	Christy Harmer	607-737-5582

Beecher Elem. - Frank Piper
Broadway Academy - Jennifer Cummings
Broadway Elem. - Taylor Pierson
Coburn Elem. - Jennifer McCarthy and Brad Baker
Diven Elem. - Sydney Mosier
Ernie Davis Academy - Brittney Lunduski and Barry Houck
Fassett Elem. - Karen Rinebold
Hendy Elem. - Anthony Root
Riverside Elem. - Charli Mackabee

COMMUNITY ELIGIBILITY PROVISION (CEP)

All students in the ECSD are eligible for free breakfast and lunch meals daily. No registration is necessary. CEP is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Instead, schools that adopt CEP are reimbursed using a formula based on the percentage of students categorially eligible for free meals based on their participation in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF).

District Contact	Kari Crouse	607-735-3200
District Coordinator	Derek Almy	607-735-3851

EXPRESS CART | SCHOOL FOOD CENTER AT ELMIRA HIGH SCHOOL

In partnership with the Food Bank of the Southern Tier, Elmira High School is piloting a food center for famillies. A School Food Center provides no-cost grocery items to students and their families while creating a positive culture around food. Each week, Elmira High School will publish a link to an "Insta-Cart" style form that will allow registrants to select food choices that staff from Elmira High School will help fulfill in partnership with the Food Bank. Families will place their orders, and Elmira High School will then place the order with the Food Bank.

Food order pick-up will occur weekly, in the Ticket Booth of the Elmira High School athletic stadium, after school hours. Each week, families will have the ability to place new orders. Please join the Elmira High School Facebook group and read Mr. Reger's weekly updates to families in order to access the Express Cart link.

Elmira High School Contact	Chris Reger	607-735-3200
District Contact	Derek Almy	607-735-3851

FAMILY SERVICES SCHOOL BASED MENTAL HYGIENE

Family Services of Chemung County, Inc. will provide clinical staff and any necessary ancillary staffing appropriate for the provision of Individual Education Plan (IEP) counseling. This includes offsite school-based mental health counseling for all children in the Elmira City School District who are not students receiving services in an 8:1:1 classroom, or have counseling approved by the Committee on Special Education and students who are referred according to the ECSD school mental health counseling program.

For non-IEP School Based referrals, please contact your school building counselor or administrator.

District Contact	Derek Almy	607-735-3851
Family Services	Chelsie Maynard	607-733-5696

FAMILY SERVICES BUILDING SOCIAL WORKERS

The Elmira City School District has Family Services Social Workers in each PreK – 2 building and at the high school for crisis counseling, social emotional development and both small and large group education, peer mediation and can assist with the creation of behavior plans for students.

District Contact	Derek Almy	607-735-3851
Family Services	Chelsie Maynard	607-733-5696

GLOVE HOUSE CASE MANAGEMENT MENTORING

Community Supported Mentoring Caseworkers provide intensive casework for up to 12 students at the Elmira High School and Broadway Academy in order to give the students tools that they can utilize to make appropriate choices to avoid disciplinary issues at school and in the community. The staff will provide immediate intervention problem solving techniques with these students when they are having problems. The sanctuary SELF model and safety plans will be the base component when assisting these students. Students will develop tools needed to avoid inappropriate behaviors and to avoid discipline issues at school and in the community.

This position is staffed by a full-time caseworker, employed by Glove House. The caseworker will be trained in the sanctuary model and have previous casework experience. They will work daily with the 7– 12 assigned students and assist when available with other students in the building when time allows.

District Contact	Derek Almy	607-735-3851
Glove House	Laurie Bush	607-481-8994

GLOVE HOUSE – GRIEF/TRAUMA COUNSELING SERVICE

This program will provide direct support for all youth in the Elmira City School District Grades K – 12. The Grief Support Counselor will provide immediate individual support to students that have experienced the loss of a loved one or a significant traumatic event. This individual support will be provided according to the family's needs. Contact will be made with the student and family to determine the level of support needed. The Grief Support Counselor will be maintained through ongoing Support Groups during the school year. Weekly/Bi-weekly group meetings will be held in each ECSD school. The Grief Counselor will work directly with the student as well as collaborate with an identified school partner in each school. This will allow for information sharing to determine the needs of the student as well as provide education for school professionals on how to support the student. The Grief Counselor can also provide guidance for families and connect them to services as needed. This position will work in collaboration with ECSD to determine the youth that need the Grief/Loss immediate and on-going support.

During the summer months the Grief Support Counselor will work on a more intensive basis with students and families. They will have a caseload of 12 youth identified in partnership with the ECSD. These student will be those who also need additional support through the summer. The Grief/Loss Counselor will make a weekly face to face contact with the student. During this time, they will work on building their coping and resiliency skills. This support may be in the form of counseling, connecting them to natural supports, or simply just spending time with the youth to act in a mentoring role.

District Coordinator	Derek Almy	607-735-3851
Glove House	Laurie Bush	607-734-5238
		Cell: 607-481-8994

HOPE SQUADS

The Hope Squad is a new school-based peer support program that empowers selected students to take action to improve the school environment. Through a collective partnership between Pathways, Chemung County and the Elmira City School District, Hope Squads are being created across the District. The vision of Hope Squads is to change community perceptions of mental health by creating awareness about suicide and the tools available to prevent suicide.

At the primary levels (grades 4-6), elementary students will focus on self-esteem, positive self-image, coping strategies, and positive choices.

At the secondary level (7-12), the Hope Squad will be a support team of partners with local mental health agencies. Peers will nominate and select students who are trustworthy and caring individuals to join the Hope Squad. Squad members will be trained to watch for at-risk students, provide friendship, identify suicide-warnings, and seek help from adults.

Hope Squad members are not taught to act as counselors, but rather, are educated on how to recognize signs of suicide contemplation, and how to properly and respectfully report this to an adult. Hope Squads are the eyes and ears of our schools.

District Contact	Derek Almy	607-735-3851
Program Coordinator	Cheri Phillips	607-735-3101

LEARN AND EARN PROGRAM

The Chemung County Youth Bureau's Learn and Earn Program provides program participants with an opportunity to strengthen their ability to become self-sufficient and responsible through a series of basic life and job skills training that will benefit them in a variety of life settings. The goal of the Learn and Earn Program is to enable youth to see themselves as respected, successful, contributing members of the community and workforce with strong goals for their future.

The program serves income eligible ECSD youth ages 14 – 18 who are currently enrolled in high school. The program operates in four (4) sessions throughout the school year. Income eligibility is based upon the NYS Office of Temporary and Disability Assistance Department in regards to the Temporary Assistance for Needy Families Program (TANF). Participant's family income must be at or below 200% of the Federal Poverty guidelines.

District Contact	Derek Almy	607-735-3851
Family Services	Dave Ellis	607-733-5696

LGBTQ SAFE ZONES PROGRAM

Glove House will provide services, supports and advocacy for all youth with a focus on the LGBTQ population and their families. They will provide community education on diversity, respect, acceptance and bullying prevention. The coordinator will establish healthy working relationships with community providers and ensure the Elmira City School District has the support and guidance on how to best serve youth identifying as LGBTQ.

District Contact	Derek Almy	607-735-3851
Program Coordinator	Cheri Phillips	607-735-3101

LIONS CLUB VISION PROGRAM

The Elmira City School District has teamed up with the Lions Club to offer students a vision screening test above and beyond what is required by New York State. State Law requires the school nurse to check students at various grade levels for near vision, distant vision, and color vision problems. The Lions Club will bring in special equipment that evaluates student's optical health for significant eye problems that can lead to amblyopia or lazy eye. This test is done by trained Lions Club volunteers at the school, during the day, and at no cost to any of our families. The test can detect possible issues that could be missed through traditional screenings.

District Contact	Melissa Montopoli	607-735-3047
District Coordinator	Derek Almy	607-735-3851

MENTORING AT ELMIRA HIGH SCHOOL

Cody Spencer, youth volunteer mentor, will provide mentoring services at Elmira High School under the discretion of the building principal or the designee. He is at the Elmira High School two times per week to meet with students and host groups during the lunch periods.

District Coordinator	Chris Reger	607-735-3200

PINT-SIZE HERO PROGRAM (GRADES K – 6)

The Pint-Size Hero Program offers a meaningful opportunity for students to help save lives with the American Red Cross. Through this partnership, students can show leadership by helping ensure a safe blood supply for our community.

The program features two elements: an educational presentation to students and a blood drive. Curriculum about blood and classroom activities are available along with planning and recruitment support for blood drive programs. Students can use what they learn about blood to recruit their parents and other adults to participate in a blood drive program.

District Contact	Derek Almy	607-735-3851
Red Cross Contact	Justin Parker	607-240-7223

PRIMARY CARE COMMUNITY DENTAL PROGRAM

The RPCN Community Dentistry Program (CDP) is a program through RPCN Rushville Community Health Center that has been providing school-based dental services since 1995. The program focuses on prevention and education in non-fluoridated areas in New York State and those underserved by dental providers.

School-based dental programs are one of the most efficient ways to reach children and their parents.

Each student receives a free dental screening, tooth brush, and floss. The CDP team will also teach your child how to floss and brush their teeth the correct way, what snacks are healthiest, and how plaque and the decay process happen. Other services that you, as the parent/guardian, may request are:

a. Dental exam by a pediatric dentist
b. Dental cleaning
c. Fluoride treatment
d. Dental sealants (if recommended)

District Contact	Derek Almy	607-735-3851
RPCN Contact	Andrea Ramsdell	585-554-4400

RED CROSS BLOOD DRIVE PARTNERSHIP FUTURE DONOR PROGRAM (GRADES 7 – 12)

The Future Blood Donor program offers a meaningful opportunity for your students to help save lives with the American Red Cross. Through this partnership, students show leadership by helping ensure a safe blood supply for our community. The program features two (2) elements: an educational presentation to students and a blood drive. Curriculum about blood and classroom activities are available along with planning and recruitment support for a blood drive program.

Students can use what they learn about blood to recruit their parents and other adults to participate in a blood drive program.

District Contact	Derek Almy	607-735-3851
Red Cross Contact	Justin Parker	607-240-7223

SCHOOL RESOURCE OFFICERS (SRO)

The ECSD has SRO's at all school buildings in the District. The goal of these officers is to interact with students in a positive manner on a daily basis. SRO's can assist with counseling, crisis management, school safety and providing education to students on how to become productive members of this community.

District Contact	Derek Almy	607-735-3851
Chemung County	Brandon Crouse	607-737-2987

SUICIDE PREVENTION AND AWARENESS PROGRAM

There are two (2) parts to this program. The first is a training component for staff on how to recognize and address concerns regarding student self-harm. This one (1) hour training is designed to meet the basic suicide prevention awareness needs of school faculty and staff. The training includes: reviewing warning signs of suicide, outlines the critical role of faculty, addresses school procedures for referring students, provides guidance on addressing the topic of suicide in the classroom and reinforces protective factors. The second component is the suicide/threat chart and checklist. You can access this chart at: http://www.elmiracityschools.com/uploadeddocs/RespondingtoaStudent-ThreattoSelfFlowChart.pdf

District Contact	Derek Almy	607-735-3851
Family Services	Chelsea Maynard	607-733-5696

SUMMER COHESION

Summer Cohesion is a six-week summer, drop-in recreational, educational and cultural enrichment program, which provides children ages 4 – 12, with a safe, structured and fun summer. This school-based program takes place at numerous locations throughout Chemung County. Youth participate in daily activities such as arts and crafts, indoor/outdoor games, attend special performances and travel to local libraries, parks and museums. Summer Cohesion serves over 800 children each summer.

District Contact	Colin Werfelman	607-735-3039
CCYB	Dave Ellis	607-737-2907

SUMMER YOUTH ENTREPRENEURSHIP PROGRAM

Fifteen sophomores and juniors from Elmira High School will earn about entrepreneurship, develop their own startup ideas, visit small businesses, universities, and industry leaders. The program will be co-facilitated by college students from Corning Community College and Elmira College. Students will be paid for their participation in the program -- underestimated students are eligible. Curriculum will be based upon the proven Co.Starters business accelerator training, and the summer will conclude with a student-led pitch competition. This program is part of a larger initiative with Binghamton University and their New Energy.

District Contact	Chris Reger	607-735-3200
Incubator Works	Jodi DeRico	607-962-6387

SUMMER FOOD SERVICE PROGRAM (SFSP)

The Summer Food Service Program ensures that low-income children continue to receive nutritious meals when school is not in session. The program currently operates in conjunction with our Summer Cohesion Program and all Cohesion sites offer the Summer Food Service Program.

District Contact	Kari Crouse	607-735-3236

SUMMER SCHOOL-BASED MENTAL HYGIENE

Our School Based Mental Hygiene program operates twelve (12) months a year. Parents that wish to keep the SBMH services in the home school over the summer have the ability for easing the burden of transportation.

District Contact	Derek Almy	607-735-3581
Family Services	Chelsea Maynard	607-733-5696

TIG: THE CONSORTIUM ON TRAUMA, ILLNESS, AND GRIEF IN SCHOOLS

TIG provides centralized training to participating districts that is evidence based/best practice oriented, to increase staff's ability to meet the holistic needs of their students and enhances a district's ability to respond to crisis. TIG's Core Curriculum creates the backbone of regional, self-sustaining Back-Up Support Networks. The goal of TIG is to prepare school districts to have appropriate support in place when they must respond to events involving trauma, violence, illness and death. During times of a district- or school-wide crisis, school districts can deploy responders from both within and outside of the school in a coordinated and systematic manner thus maximizing their response. The shared training experience and Back-Up Support Networks form ongoing collaborations and provide assurance that in the event of a district-wide emergency, a school district can be confident that TIG teams helping from other districts share a philosophy of crisis response and are trained in an evidence-based model of crisis intervention and assistance.

District Contact	Derek Almy	607-735-3581

TRINITY DRUG AND ALCOHOL PREVENTION

Too Good in Middle School: Too Good for Drugs 6- 8 and Too Good for Violence Social Perspectives 6 – 8 empower teens to meet the challenges of middle school life and prepares them for high school by addressing more complex emotions and situations. Lessons build on the skills introduced in earlier grades to foster confidence and self-efficacy and resistance to substance abuse through goal setting and achievement, responsible decision making, positive conflict resolution and healthy relationships.

Too Good in High School: Too Good for Drugs and Too Good for Violence Social Perspectives High School builds on the prevention concepts of Too Good beginning in Kindergarten incorporating real-world challenges teens face in high school and beyond. The program explores practical guidance for understanding dating and relationships, violence and conflict, underage drinking, substance abuse and healthy friendships. Lessons further enhance skills for responsible decision-making, effective communication, media literacy and conflict resolution.

What We Do: Our programs offer presentations to after school programs, parent groups, church groups and summer programs on a variety of topics. CASA-Trinity has evidence based prevention programs that increase the protective factors in each setting.

District Contact	Derek Almy	607-735-3581
CASA Trinity	Erin Doyle	607-737-5215

TRINITY DRUG AND ALCOHOL PREVENTION EDUCATION (GRADES 3 – 6)

Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. More than just a classroom curriculum, Second Step's holistic approach helps create a more empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children. It's a difference you can feel the moment you step through the doors to a Second Step school: a sense of safety and respect grounded in the social-emotional health and well-being of the entire school community.

Prevention Educators are working one (1) day per week in each intermediate school and after school in the ARCADE Program providing Second Step instruction to students.

District Contact	Derek Almy	607-735-3581
CASA Trinity	Erin Doyle	607-737-5215

UNIVERSAL PRE-KINDERGARTEN

The Elmira City School District offers three types of Pre-Kindergarten: a full day district Pre-K program, a full day community partner Pre-K program, and a half day community partner Pre-K program. The district sponsors a Pre-K program for children who are four years old by Dec. 1. The program is offered five days a week, Monday through Friday, when school is in session. The sessions are run according to the school calendar. Children are assigned to classrooms in their home school or to community partner agencies, as requested by families. The district works with our community partners to provide before- and after-school child care. The YWCA of Elmira and the Twin Tiers provides child care through their Kids World program. There are no income guidelines for Pre-K, although there are for Head Start. There is no fee for participation in the Universal Pre-K program. Busing may be provided for those children age four who live more than one mile from the assigned Pre-K site, and that are on a school bus route. Otherwise, parents are responsible for transportation to and from school. Parents also will be responsible for transportation if they choose a Pre-K site other than their residential district.

District Contact	DereK Almy	607-735-3040

YAP – JUVENILE JUSTICE DIVISION MENTOR PROGRAM (GRADE 7-9)

The Mentoring Initiative, funded through the Office of Juvenile Justice and Delinquency Prevention (OJJDP) utilizes YAP's nationally recognized advocacy/mentoring model as the foundation for service delivery.

Strength-Based Planning: During the initial intake meeting, the advocate works with the young person and their family to complete an Individualized Service Plan (ISP) utilizing a strength-based series of assessment tools. This process carefully reviews a variety of life domains to identify areas where additional support is needed.

Individual Mentoring: Advocates meet with their mentee regularly for direct 1:1 mentoring and with families.

This program currently operates at Ernie Davis Academy and Broadway Academy.

District Contact	Derek Almy	607-735-3581
Children and Family Services	Christy Harmer	607-737-5402

YWCA MENTORING SERVICES (GRADES 9-12)

The YWCA of Chemung County will provide mentoring services at our secondary buildings up to fifteen (15) hours per week under the direction of the building principal or his designee. Hours will be determined between Elmira High School and Broadway Academy principals and the YWCA.

The goal of this mentoring program will be to provide students an advocate that can assist them with social emotional issues and development, counseling, crisis mediation, planning support and conflict management.

District Contact	Derek Almy	607-735-3581
YWCA	A'Don Allen	607-733-5575



Water Safety
Safe and Healthy Swimming

Education Law section 926, effective July 1, 2026, requires school districts to provide electronic or written information on water safety to parents/guardians at the beginning of the 2026-2027 school year. Additionally, the school district must publish this information on its website. The New York State Department of Health has created a tip card titled Safe Swimming Tips for Everyone for the purpose of providing information regarding drowning prevention, water safety, and safe and healthy swimming.

Safe Swimming



Tips for Everyone

- Always swim with someone else and keep an eye on each other.
- Pay extra attention to your children around water.
- Consider your health. Medical conditions like a seizure disorder or heart condition can put people at greater risk of drowning.
- Avoid water that is greater than chest deep if you can't swim.
- Don't use alcohol or drugs if you plan to swim.
- Don't dive into water less than eight feet deep or of unknown depth.
- Pay attention to the weather and never swim during storms or lightning.
- The safest place to swim is at a public beach or at a pool with lifeguards. Know the Signs of Drowning Each year, hundreds of New Yorkers drown. It can happen to anyone, anywhere there is water. Drowning occurs quickly and silently. Someone drowning may appear to be splashing or waving when they are struggling to stay afloat. Reduce your risk.

- Learn basic swimming skills. Consider taking a CPR class. Rescue breathing, first aid, and calling 911 could save a life.
- Keep Kids Safe Kids and teens have the greatest risk of drowning.
- Always keep little ones within arm's reach, even in the shallow end. Lifeguards and life jackets don't take the place of close adult supervision.
- Make sure your pool has a secure enclosure that makes it inaccessible to children.
- Stay Healthy Germs can spread through water.
- Avoid getting sick by not swallowing water, and rinsing off before and after you swim.
- Never swim in cloudy or discolored water.
- Stay out of the water if you are sick with diarrhea, or if you have open cuts or wounds.
- Don't pee or poop in the water. Take children on frequent bathroom breaks.
- When Boating Always follow safe boating practices and wear a U.S. Coast Guard-approved (I-III label) life jacket.
- Air-filled swimming aids, like water wings and floats, should never be used.

MORE INFORMATION WWW.HEALTH.NY.GOV/SWIMSAFE



2026-2027 Code of Conduct

The Elmira City School District is committed to creating a safe, respectful, and supportive learning environment for all students, staff, and families. Our Code of Conduct outlines the expectations for behavior, discipline procedures, and the rights and responsibilities of everyone in our school community.

WHAT IS THE CODE OF CONDUCT?

THE CODE OF CONDUCT IS A DISTRICT-WIDE DOCUMENT THAT:

* Promotes a safe and orderly school climate
* Outlines student and staff responsibilities
* Details disciplinary procedures and due process
* Reflects our commitment to equity and restorative practices

CODE OF CONDUCT COMMITTEE

The original Code of Conduct was developed in the winter and spring of 2001 by a committee of administrators, teachers, staff members, parents, and students. Annually, the Code of Conduct Committee meets to review and update the Code of Conduct.

CODE OF CONDUCT REVIEW COMMITTEE

Gary Mosher- Athletic Director
Tim Reidy- Athletic Manager
Jim McCauley- Teacher & Coach
Christopher Reger- Principal EHS
Caleb Stoner- Principal BWA
Kim Henry- Teacher & Band Director
Dianna Jones- Parent
Maddy Cavalier- Student

CO FACILITATORS:

Derek Almy- Director of Student Services
Linda Yusko- Administrative Assistant

The Elmira City School District herby advises student, parent, employees, and the public that it offers employment and education opportunities without regard to age, race, creed, color, national origin, sexual orientation, military status, sex, disability, predisposing genetic characteristics, or marital status.

Inquiries concerning this policy shall be addressed to:

Jake Sheehan, Derek Almy, and Hillary Austin- Civil Rights Compliance Officers and Zackary Lloyd- Section 504 Compliance Officer at 430 W. Washington Avenue Elmira, NY 14901 | (607) 735-3000

Code Of Conduct Committee

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Code of Conduct Review Committee

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I. Introduction

The Elmira City School Board of Education is committed to providing a safe and orderly environment where students may receive, and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.
The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.
The board recognizes the need to clearly define these expectations for acceptable conduct on school property, 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 ("code").
This code applies to students, teachers, school personnel and visitors when on school property or when attending school functions as indicated in the code.
The code also applies to students conduct off school property which has a connection to or impact on a safe environment as recognized under the decisions of the Commissioner of Education.

II. Definitions

For purposes of this code, the following definitions apply.

"Disruptive Student" means an elementary or secondary students under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, engaging in conduct which results in removal of the student from the classroom by teacher(s) pursuant to provisions of Education Law Section §3214(3)(a) and the provisions set forth in the Code of Conduct on four or more occasions during a semester, or three of more occasions during a trimester.

"Harassment" or "Bullying" means the creation of a hostile environment by conduct or by threats, intimidation, or abuse, including cyberbullying as defined in Education Law §11(8), that: (a) Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits or mental, emotional or physical well-being; or (b)reasonably causes or would reasonably be expected to cause physical injury or emotional harm, intimidation or abuse might reach school property or create or would foreseeably create a risk of substantial disruption within the school environment. For purposes of this definition, "threats, intimidation or abuse" shall include verbal and non-verbal actions. In addition, the term "cyberbullying" shall refer to harassment or bullying, as defined above, that is carried out through any form of electronic communication.

"Parent" means parents, guardian, or person in parental relation to a student, including in custody of Department of Social Services.

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

"School function" means any school sponsored or school authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that place in another state.

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

- Commits an act of violence upon a school employee or attempts to do so.
- Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function or attempts to do so.
- Possess a weapon, while on school property or at a school function.
- Displays, while on school property or at a school function, what appears to be a weapon.
- Threatens to use a weapon, while on school property or at a school function.

- Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
- Knowingly and intentionally damages or destroys school district property.

"Weapon" means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other devise, instrument, material or substance that can cause serious physical injury or death when lawful use of a pocketknife with a blade less than 2.5 inches in length or other tools or instruments regularly used in performance of duties by the district staff or its agents.

III. Student Rights and Responsibilities

Student Rights:

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

- Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender, or sexual orientation or disability.
- Be in a safe and supportive learning environment, free from distractions and interferences caused by clothing and be free from clothing competition.
- Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
- Access to school rules and, when necessary, receive an explanation of those rules from school personnel.
- Be protected from intimidation, harassment, bullying (including cyberbullying) and discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, sex, gender or gender identity, sexual orientation, or disability, by employees or students on school property or at a school- sponsored event, function, or activity.

Student Responsibilities:

All district students have the responsibility to:

- Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to others and to property.
- Be familiar with and abide by all district policies, rules, and regulations dealing with student conduct.
- Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
- Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
- Respond to direction given by teachers, administrators, and other school personnel in a respectful manner.
- Work to develop mechanisms to control anger.
- Ask questions when they do not understand.
- Seek help in solving problems that might lead to discipline.
- Dress appropriately for school and school functions.
- Accept responsibility for their actions.
- Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves high standards of conduct, demeanor, and sportsmanship.
- Conduct themselves in a way that fosters an environment free from intimidation, harassment, bullying, and discrimination and to report and encourage others to report any incidents of intimidation, harassment, bullying or discrimination.

IV. Essential Partners

Parents:

All parents are expected to:

- Recognize that the education of their children is a joint responsibility of the parents and the school community.
- Send their children to school ready to participate and learn.
- Ensure their children attend school regularly and on time.
- Ensure absences are excused.
- Insist their children be dressed and groomed in a manner consistent with the student dress code.
- Help their children understand that appropriate rules are required to maintain a safe and orderly environment.
- Know the school rules and help their children understand them.
- Convey to their children a supportive attitude toward education and the district.
- Build good relationships with teachers, other parents, and their children's friends.
- Help their children deal well with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study and ensure homework assignments are completed.
- Communicate with teachers and other school personnel concerning the growth and achievement of their children.

Teachers:

All district teachers are expected to:

- Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or gender identity, or sex, which will strengthen students' self-concept and promote confidence to learn.
- Be prepared to teach.
- Demonstrate interest in teaching and concern for student achievement.
- Know school policies and rules and enforce them in a fair and consistent manner.
- Communicate to students and parents: Course objectives and requirements, Marking grading procedures, assignment deadlines, expectations for students, and a classroom discipline plan.
- Confront issues of discrimination, bullying and harassment in any situation that threatens the emotional or physical health or safety of a student.
- Report incidents of discrimination, bullying, and harassment that are witnessed or otherwise brought to teachers' attention to the building administrator and/ or Dignity Act Coordinator in a timely manner.
- District Staff should use official school/district channels for posting students photos/information, where consent and opt-out status are already managed.
- For personal social media accounts, do not post any student identifying information or images. However, sharing posts from district approved media accounts is acceptable.

School Counselors/ Social Workers/ Psychologists ("hereafter Counselors"):

All counselors are expected to:

- Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
- Initiate teacher/ student/ counselor conferences and parent/ teacher/ student/ counselor conferences.
-

Principals and Building Administrators:

- All Principals and building administrators are expected to:
- Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.
- Ensure that students and staff have the opportunity to communicate regularly with the principal/ building administrator and approach the principal/ building administrator for redress of grievances.
- Evaluate on a regular basis all instructional programs.
- Support the development of, and student participation in appropriate extracurricular activities.
- Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or gender identity, or sex, which will strengthen students' self-concept and promote confidence to learn.
- Follow up on any incidents of discrimination, bullying, and harassment that are witnessed or otherwise brought to the principal's or building administrator's attention in a timely manner in collaboration with the Dignity Act Coordinator.
- Conduct conferences, as necessary, as a way to resolve problems.
- Regularly review with student's their educational progress and career plans.
- Provide information to assist students with career planning.
- Encourage students to benefit from the curriculum and extra-curricular programs.
- Maintain and encourage a climate of mutual respect and dignity for all student's regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or gender identity or sex, which will strengthen students' self-concept and promote confidence to learn.
- Report incidents of discrimination, bullying and harassment that are witnessed or otherwise brought to one's attention to the building administrator and/ or Dignity Act Coordinator in a timely manner.

Superintendent:

The Superintendent is expected to:

- Promote a safe, orderly, and stimulating school environment, free from intimidation, discrimination, bullying and harassment, supporting active teaching and learning.
- Review with district administrators the policies of the board of education and state and federal laws relating to school operations and management.
- Inform the board about educational trends relating to student discipline.
- Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- Work with district administrators in enforcing the code of Conduct and ensuring that all cases are resolved promptly and fairly.

Board of Education:

The Board of Education is expected to:

- Collaborate with students, teachers, administrator and parent organizations, school safety personnel and other school personnel to develop a code of Conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
- Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
- Lead by example by conducting board meetings in a professional, respectful, courteous manner.

- Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be trained to handle human relations with respect to race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or gender identity and sex. The Dignity Act Coordinator will be accessible to students and other staff members, as needed, for consultation and advice concerning the Dignity Act.

V. Student Dress Code and Electronic Devices

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. This dress code is designed to help students and their parents recognize choices regarding attire that would be appropriate in their future workplace as well as in an educational setting. Students are expected to dress themselves in a manner that is not potentially dangerous, does not distract others or disrupt education and does not convey a message contrary to district policy.
Students may not wear anything that contains wording or pictures that: make a derogatory statement; promote gang involvement; exploit illegal drugs, alcohol, tobacco or fire arms; have sexual or political connotations; are libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability; or in any other way, in the opinion of the administration of the school, reflect an inappropriate message or are in poor taste.
All district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in a school setting.

Acceptable Shirts/ Sweaters/ Sweatshirts:

- Crew, V-neck or hooded sweaters or sweatshirts, collared shirts, dress shirts, turtlenecks, long- or short-sleeved t-shirts.
- Shirts/sweaters/sweatshirts may not be longer than hip length; such clothing that is longer than hip length must be tucked in on request.
- Midriff and chest area must be covered.
- Tops must be at least below belt loops. If not, the shirts must be layered so that this length is met.
- Sleeveless tops (straps must be at least two fingers in width).

Unacceptable Shirts/ Sweater/ Sweatshirts:

- Winter coats, jackets, and outerwear inside during the school day.
- Tank tops (straps less than two fingers in width).
- Tube tops, halter tops or single-shoulder tops.
- Mesh or fishnet styles, if worn as a singular top with nothing underneath.
- Spandex-type materials.
- Clothing that exposes the back, chest, shoulders, or midriff.
- Low-cut or plunging necklines.
- Sheer and see-through.
- Undergarments that are visible.

Acceptable Pants/ Shorts/ Skirts/ Dresses:

- Docker"-style pants, cargo pants
- Jeans, pants
- Capri-length pants, gaucho pants
- Bermuda or walking shorts
- Shorts, dresses, jumpers or skirts/skorts must be longer than the fingertips when hands are straight down.

Unacceptable Pants/ Shorts/ Skirts/ Dresses:

- Baggy Pants that:
- Do not fit the wearer's waist. (For example: wearing a size 38 when the actual waist is a size 30)
- Expose skin or undergarments.
- Need to be held up with a hand.
- Bottom of zipper on pants/ shorts falls below the knee.
- Low rider jeans that expose skin
- Pajama bottoms.
- Undergarments, underwear, or boxers that are visible.
- Sheer and see through clothing.
- Short shorts.
- Chains or metal belts.

Acceptable Footwear:

- Sneakers
- Loafers
- Boots
- Closed toe footwear, including clogs
- Crocs
- Nonflexible rubber sandals

Unacceptable Footwear:

- Flip-flops (flexible rubber sandals)
- Heelys (sneakers with built in rollers)
- Any footwear with a heel higher than two inches or presents a safety hazard

Accessories:

- Headgear- Hats, headscarves, hoods, "hoodies," wave caps, stocking caps, visors, sunglasses, and bandannas must be removed upon entering the building and stored out of sight. This applies to both men and women. Administrative approval is needed for exceptional circumstances.
- Compromising Safety- Heavy chains, clothing or any other items with pointed metal studs that may be deemed hazardous in any way are not permitted in school. This includes, but is not limited to, wallet chains, bracelets, belts, chokers, rings, over-sized earrings, etc.
- **A good general policy is: If there is any question about an item being inappropriate, DO NOT WEAR IT.**

- Each building principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.
- Administrators reserve the right to identify exceptions to items identified in this policy.

Consequences:

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 addition, any student who refuses to do so shall be subject to discipline as outlined.

- First Offense: Warning, parental notification
- Second Offense: Up to and including in- school suspension, parental notification.
- Third Offense/Repeated Offenses: Up to and including out-of-school suspension, parental notification, treated as such by Administration.
-

Internet-enabled Devices:

Beginning August 1, 2025, Education Law §2803 requires each school district and BOCES to adopt a policy

restricting the use of "internet-enabled devices" during the student's scheduled school day on school grounds by students. Such devices are defined as "any smartphone, tablet, smartwatch, or other device capable of connecting to the internet and enabling the user to access content on the internet, including social media applications".

- As required by Education Law §2803, school policy prohibits student use of internet-enabled devices during the school day, including all classes, homeroom periods, lunch, recess, study halls, and passing time on school grounds, in any school building, structure, athletic playing field, playground, or land contained within the boundary of a school or district or BOCES facility.
- At the Pre-K-2 elementary school level, students are discouraged from bringing internet-enabled devices to school. Any device that is brought to school must be silenced and kept in the classroom teacher's storage container, located inside of the classroom. Teachers will collect all internet-enabled devices prior to the start of the school day; they will be returned to students at the conclusion of the school day.
- At the 3-6 elementary school level, students are discouraged from bringing internet-enabled devices to school. Any device that is brought to school will be secured in a school supplied and approved pouch, such as a Yondr Pouch, at the start of the school day upon entry to the building. The pouches will be unlocked at the conclusion of the school day prior to students exiting the building.
- For grades 7-12, students are required to secure any devices brought to school in a school supplied and approved of pouch, such as a Yondr Pouch, at the start of the school day prior to entering the school building. Pouches will be unlocked at the conclusion of the school day.

Student Consequences for Non-Compliance:

- Students will have an opportunity to comply with the policy and secure the device as directed by school staff.
- If the students fail to comply, the device will be held in the school office until the end of the school day. The first time this happens, the student may retrieve the device, and the parent will be notified. For subsequent instances, the parent must retrieve the device.
- Students are expected to comply with the reasonable requests of administrators, teachers and other school staff. Students who are insubordinate or display insubordinate behavior and refuse the reasonable request of school staff will receive additional consequences in accordance with the Code of Conduct.

The district will exercise reasonable care to maintain the security of devices that are temporarily held by the district, due to noncompliance of the school protocol, but the ECSD cannot guarantee these devices will be secure. Use of personal electronic internet-enabled devices, as outlined above, will constitute a violation of the school district Code of Conduct, and in some instances, possibly the law. The district will cooperate with law enforcement officials as appropriate.

The same rules, regarding cell phones and internet-enabled devices use, apply to all testing sites as they do during the instructional day. Admission to the test may be prohibited to any student who has a cell phone or other electronic device in their possession and does not secure it as instructed or relinquish it.

Enforcement of this policy is chiefly the responsibility of building administrative staff; however, all designated employees are expected to assist in enforcement. Students will be reminded of this policy regularly and consistently, especially at the start of the school year and after returning from breaks.

VI. Student Technology Use:

All technology use requires the exercise of common sense, courtesy, and universally accepted usage rules to maximize the benefits for all. Internet access is coordinated through a computer association of government agencies, states, regional and local networks. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general, this requires efficient, ethical, and legal use of the network resources. If an Elmira City School District (ECSD) user knowingly violates any of these provisions, their account will be terminated.

Elmira City School District Wide Area Network-Terms and Conditions

1. (W.A.N.) and link to the Internet is to support research and education by providing access to unique resources worldwide. The use of your account must be in support of educational research and consistent with the educational objectives of the E.C.S.D. Transmission of any material in violation of any U.S. or State regulation is prohibited which includes but is not limited to copyrighted material, threatening or obscene material or material protected by trade secret. Use for commercial, religious, or political endeavors is prohibited.
2. Privileges – The use of the Network is a privilege, and inappropriate use could result in a cancellation of those privileges. The systems administrator will investigate any reported or observed infractions and may close an account at any time.
3. Network Etiquette – We are all expected to follow the universally accepted rules of network etiquette and to use good common sense. These include (but are not limited to) the following:

- Be polite and use appropriate language.
- Maintain the confidentiality of all users on the network.
- Preventing others from accessing the system by running wasteful jobs such as mass mailings, chain letters or intentionally crashing the system is unacceptable.
- Have all software approved by the system administrator before it is installed on the system.
- Attempting to gain unauthorized access to any computer or system application is unacceptable.
- Using, accessing, copying other users' data or programs without permission and/or acknowledgement is plagiarism and is unacceptable.
- Use of inappropriate material including but not limited to obscene materials, weapons, bombs, etc. is unacceptable.

4. Security – Security is a high priority on our Network System and must be respected by all. Use of another's account or password is not acceptable and may result in the cancellation of user privileges. Any user identified as a security risk on our system or other systems may be denied access to our system, including Internet privileges.
5. Vandalism– Vandalism will not be tolerated and will result in the cancellation of privileges and possible additional consequences. Vandalism is defined as any attempt to harm or destroy the data of other users and to damage any software or hardware connected to the system. Violators will be required to make restitution covering damages to hardware or software including the labor cost to repair or restore the damage and may face additional consequences.

VII. Dignity for All Students Act:

The Dignity for All Students Act (DASA) was signed into law by former Governor David Paterson and became effective on July 1, 2012. This legislation is intended to provide students with a school environment that is safe, supportive, and free from discrimination, intimidation, and harassment on school property, on a school bus or at a school function.

DASA defines harassment as "the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional, or physical well- being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property or would foreseeably create a risk of substantial disruption within the school environment.

All students will conduct themselves in a manner that fosters a school environment that is free from intimidation, harassment, bullying (including cyberbullying) and discrimination and will report and encourage others to report any incidents of intimidation, discrimination, or harassment based upon, but not limited to a student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. All acts of intimidation, discrimination or harassment will be subject to disciplinary action.

DIGNITY ACT COORDINATORS

Beecher	K. Bacalles	735-3500
Broadway	S. Hillman	735-3600
Coburn	M. Burch	735-3650
Diven	K. Miller	735-3700
Fassett	A. Bubb	735-3900
Hendy	M. Vesci	735-3750
Pine City	K. Palmer	735-3800
Riverside	H. Eden	735-3850
BWA	C. Stoner	735-3300
EDA	C. Werfelman	735-3100
EHS	C. Reger	735-3200

VIII. Prohibited Student Conduct:

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

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

The board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specifically 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 the 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:

1. Engage in conduct that is disorderly
   Examples of disorderly conduct include but are not limited to:
   - Running in hallways.
   - Making unreasonable noise.
   - Using language, gestures, or other actions that are profane, lewd, vulgar, or abusive.
   - Obstructing vehicle or pedestrian traffic.
   - Engaging in any willful act which disrupts the normal operation of the school community.
   - Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
   - Computer/electronic communications misuse, including any unauthorized use of computers, software, or Internet/Intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
   - Dressing in violation of the dress code.
2. Engage in conduct that is insubordinate. Examples of insubordinate conduct include but are not limited to:
   - Failing to comply with the reasonable directions of teachers, school administrators or other school employees/representatives in charge of students or otherwise demonstrating disrespect.
   - Lateness for, missing or leaving school without permission.
   - Skipping detention.
   - Repeatedly dressing in violation of the dress code or refusing to change clothing when requested by a teacher or school administrator.
3. Engage in conduct that is disruptive. Examples of disruptive conduct include but are not limited to:
   - Failing to comply with the reasonable direction of teachers, school administrators or other school employees/representatives in charge of students.
4. Engage in conduct that is violent. Examples of violent conduct include but are not limited to:
   - Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
   - Possessing a weapon regardless of the intent, motive or knowledge of the student possessing the

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.
- Displaying what appears to be a weapon.
- Threatening to use any weapon. 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.
- Intentionally damaging or destroying school district property.
- Engaging in harassing conduct, verbal or non- verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.

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

   Examples of such conduct include but are not limited to:
   - Lying to school personnel.
   - Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
   - Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or identifiable group by demeaning them.
   - Discrimination, which includes the use of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or gender identity or sex as a basis for treating another in a negative manner.
   - Harassment or the creation of a hostile environment by conduct or by verbal or non- verbal threats, intimidation, or abuse that has or would have the effect of unreasonably and substantially interfering with another student's educational performance, opportunities, or benefits, or mental, emotional, or physical well-being, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or gender identity or sex.
   - Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club, or team.
   - Bullying (which may consist of, but is not limited to, intimidating physical or psychological negative
   - acts carried out against another repeatedly over time), including "cyberbullying."
   - Selling, using, or possessing obscene material.
   - Using vulgar or abusive language, cursing, or swearing.
   - Possessing or using tobacco products, e- cigarettes, vaping products, e-liquids, oils, and waxes.
   - Possessing, consuming, selling, distributing, or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look- alike or synthetic drugs or other substances.
   - Inappropriately using or sharing prescription and over-the-counter drugs.
   - Gambling.
   - Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
   - Initiating a report warning of fire or other catastrophe without valid cause, misuse of911 or discharging a fire extinguisher.
   - Students may not make any audio-visual recording (using a cell phone or any other device) of visitors, teachers, staff, classes, and/or other students without express permission to do so. Students may never make any such recording of a person in a private facility (such as a restroom, locker room, or nurse's office).

6. Engage in misconduct that endangers and/or distracts the bus driver while on a school bus

   Examples of misconduct on a school bus include but are not limited to:
   - Excessive noise
   - Pushing
   - Shoving
   - Fighting
   - Changing seats

7. Engage in any form of academic misconduct

   Examples of academic misconduct include but are not limited to:
   - •Plagiarism

- •Cheating
- •Copying
- •Altering records
- •Assisting another student in any of these actions

8. Use Artificial Intelligence (AI) to violate any of the above code of conduct expectations
   Examples of misconduct with the use of AI include but are not limited to:
   - Submitting AI-generated work as one's own without proper attribution or using AI to complete assignments, tests, or projects when it was not approved for use by the teacher
   - Create or share content that is obscene, threatening, discriminatory, harassing, or otherwise violates the district's code of conduct
   - Impersonate others, create fake communications, or manipulate media (e.g., deepfakes), to spread misinformation, or disrupt school operations.
   - Bypass security systems, access restricted information, or engage in unauthorized surveillance or data collection
   - Collect, analyze, or share personal information about students, staff, or others without consent.

IX. Reporting Violations:

Any student, employee, or person observing or having knowledge that a student or person on school property or at a school function possesses a weapon, alcohol or illegal substance shall report this information immediately to a teacher, counselor, building principal or other staff member.
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 building administrator/designee, 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.
It is the policy of the Elmira City School District that a cooperative effort shall be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on school premises or during a school-sponsored activity, or to maintain the educational environment. They also may be summoned to maintain or restore order when the presence of such officers is necessary to prevent injury to persons or property. Administrators have the responsibility and authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions.

X. Disciplinary Penalties, Procedures, and Referrals:

Discipline is most effective when it deals directly with the problem at the time and place where it occurs and in a way that is 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 as to be the most effective in improving student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- The student's age.
- The nature of the offense and the circumstances which led to the offense.
- The student's prior disciplinary record.
- The effectiveness of other forms of discipline.
- Information from parents, teachers and/or others, as appropriate.
- Other extenuating circumstances.
- As a rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

- A student identified as having a disability shall not be disciplined for behavior related to his/her disability. Such conduct must be managed in accordance with that student's behavior intervention plan.

Penalties

Students who are found to have violated the district's code of conduct may be subject but not limited 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 – coaches, counselors, teachers, supervisors of transportation/designee, principal, Superintendent.
3. Written notification to parent – coaches, counselors, teachers, supervisors of transportation/designee, principal, Superintendent.
4. Detention – teachers, principal, superintendent.
5. Suspension from transportation – supervisor of transportation, principal, superintendent.
6. Suspension from athletic participation – coaches, athletic program supervisor, principal, superintendent.
7. Suspension from school or extracurricular activities – athletic director, principal, superintendent.
8. Suspension of other privileges –principal, superintendent.
9. In-school suspension – principal, superintendent.
10. Removal from classroom by teacher – teachers, principal.
11. Short-term (five days or less) suspension from school – principal, superintendent, board of education.
12. Permanent suspension from school - principal, superintendent, board of education. Arrangements will be made to provide for the students' education.

Procedures

The degree to which a student's due process rights are implicated is directly related to the seriousness of the penalty sought to be imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

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

1. Detention

Teachers, principals, and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention. The district shall make appropriate policies and procedures to ensure the provision of appropriate continued educational programming and activities for students in detention.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver/monitor is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the supervisor of transportation, building principal or the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. If the suspension from transportation amounts to a suspension from attendance, the district will make appropriate Long- term (more than five days) suspension from school – principal, superintendent, board of education.

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

3. Suspension from athletic participation, extracurricular activities, and other privileges

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

4. In-school suspension

The board recognizes the school must balance the need of students to attend school and the need for order in the

classroom to establish an environment conducive to learning. As such, the board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension."

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

5. <u>Teacher disciplinary removal of disruptive students</u>

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include but are not limited to: (1) short-term "time out" in a classroom or in an administrator's office; (2) sending a student into the hallway briefly with supervision; (3) sending a student to the principal's office for the remainder of the class time only.

or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, engaging in conduct which results in removal of the students from the classroom by teacher(s) pursuant to the provisions of Education Law section 3214(3)(a) and the provisions set forth in the code of Conduct on four or more occasions during a semester, or three or more occasions during a trimester.

A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to three days. The removal from class applies only to the class of the removing teacher. The principal, however, may exercise his/her authority of suspension, when appropriate in his/her judgment pursuant to the procedures in Education Law §3214.

If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher making the removal must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

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

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

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

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

The principal may require the teacher who ordered the removal to attend the informal conference held during the workday.

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

The principal or the principal's designee may set aside the removal of the student from class if the principal finds any one of the following:

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

The principal or his/her designee may overturn a removal at any point between receiving the district disciplinary removal form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.
The district shall make appropriate policies and procedures to ensure the provision of appropriate continued educational programming and activities for a disruptive student removed from the classroom.
Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from class until he or she has verified with the principal or the chairperson of the committee on special education that the removal will not violate the student's rights under state or federal law or regulation.

6. <u>Suspension from school</u>

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent, or disruptive, or whose conduct endangers the safety, morals, health, or welfare of others.
The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals.
Any staff member may recommend to the superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.
The superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary. The district shall make appropriate policies and procedures to ensure the provision of appropriate continued educational programming and activities for students given in- school suspensions.

A. **Short-term (five days or less) suspension from school**

When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214 (3), the suspending authority must immediately notify the student orally. If the student denies misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.
The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents.
At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.
The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the students' presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.
After the conference, the principal shall promptly advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent's decision, they must file a written appeal to the board of education with the district clerk within 10 business days of the date of the superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. If an appeal of

the superintendent's decision is made to the board, the board will make its decision based solely on the record of proceedings from which the appeal has been taken. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the commissioner within 30 days of the decision.

B. **Long-term (more than five days) suspension from school; Permanent suspension**

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

When the suspending authority determines that a suspension for more than five days or a permanent suspension may be warranted, he or she shall give reasonable notice to the student and to the person in parental relation to such student of their right to a fair hearing. At the hearing, the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

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

An appeal of the decision of the superintendent may be made to the board. The board will make its decision based solely upon the record of proceedings from which the appeal has been taken. All appeals to the board must be in writing and submitted to the district clerk within 10 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the commissioner within 30 days of the decision.

C. **Minimum Periods of Suspension for Violent Students**

Students who bring a weapon to school

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

In deciding whether to modify the penalty the suspending authority may consider the following:

- The student's age.
- The student's grade in school
- The student's prior disciplinary record
- The superintendent's belief that other forms of discipline may be more effective.
- Input from parents, teachers and/or others.

Other extenuating circumstances

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

Students who commit violent acts other than bringing a weapon to school

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

D. **Minimum Periods of Suspension for Other Offenses**

Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interfere with the teacher's authority over the classroom:

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational

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

E. **Referrals**

1. The suspending authority may determine that given the circumstances of a disciplinary case, the student may benefit from services rendered by an appropriate human service agency. Upon such determination, the suspending authority may recommend but not direct the student and parent that the student participate in the agency's services. In such case, the suspending authority will make a written referral to the recommended agency.
2. Counselors shall handle referrals of students to counseling.
3. PINS Petitions: The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:
4. Being habitually truant and not attending school as required by Part One of Article 65of the Education Law.
5. 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.
6. Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.
7. Juvenile Delinquents: The superintendent is required to refer any student under the age of 16 who brought a weapon to school or possessed a weapon on school grounds to the County Attorney or Probation Department for a juvenile delinquency proceeding before the Family Court.
8. Juvenile Offenders: The superintendent is required to refer to the appropriate law enforcement officials any student aged 16 and older or any student 14 or 15 years old who would qualify for "juvenile offender" status under Section 1.20(42) of the Criminal Procedure Law when such students have brought a weapon to school or possessed a weapon on school grounds.

XI. Alternative Instruction

When a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative educational programs appropriate to individual student needs.

XII. Discipline of Students with Disabilities

The board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. This code of conduct affords students with disabilities subject to disciplinary action those rights afforded by applicable federal and state law and regulations.

1. **Authorized Suspensions or Removals of Students with Disabilities**

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

a) A **"suspension"** means a suspension pursuant to Education Law §3214.
b) A **"removal"** means a removal for disciplinary reasons from the student's current educational placement other than a suspension and/or change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or

others. A removal from the instructional setting consistent with the students' Behavior Intervention Plan (BIP) is not a removal for disciplinary reasons.

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

2. **School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:**

a) The board, the superintendent or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
b) The superintendent may order the placement of a student with a disability onto an IAES, another setting or suspension for up to ten consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to for the same behavior.
c) The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those suspensions do not constitute a change of placement.
d) The superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

"Weapon" means the same as "dangerous weapon" under 18 U.S.C. §930 (g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except ... (for) a pocketknife with a blade less than 2 1/2 inches in length." "Controlled substance" means a drug or other substance identified in certain provisions of the Controlled Substances Act.
"Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health- care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or other applicable federal or state law.

3. **IAES Placement**

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

Change of Placement Rule

School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement.

A disciplinary change in placement occurs when a suspension or removal from a student's current educational placement is either:

a) for more than 10 consecutive school days or;
b) for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

However, the district may impose a suspension or removal, which would otherwise result in a disciplinary

change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation (nexus) of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs, or controlled substance.

Special Rules Regarding the Suspension or Removal of Students with Disabilities

The district's committee on special education shall:

a) Conduct functional behavioral assessments to determine why a student engages in a particular behavior and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances. If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

b) Conduct a manifestation determination review (nexus) of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

c) The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 of the NYS Education Law at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

d) The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.

e) A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:

- Conducted an individual evaluation and determined that the student is not a student with a disability, or
- Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.
- If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations.

Until the expedited evaluation is completed, such students shall remain in the educational placement determined by the district, which can include suspension.

The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the commissioner shall accompany the notice of disciplinary removal.

The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under

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

Expedited Due Process Hearings

a) An expedited due process hearing shall be conducted in the manner specified by the commissioner's regulations if:
    - The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
    - The parent requests such a hearing from a determination that the student's behavior was not a manifestation (nexus) of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
b) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substance, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation (nexus) of the student's disability for as student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.
c) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
d) An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

Referral to Law Enforcement and Judicial Authorities

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

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

XIII. 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.
The District prohibits the use of corporal punishment, aversive interventions, and seclusion. The District authorizes the limited use of timeout and physical restraint in schools to address student behaviors subject to conditions in law, regulation, and policy.

No teacher, administrator, officer, employee, or agent of the District will use the following against a student:

a) Corporal punishment.
b) Aversive interventions; or
c) Seclusion.

Agent includes, but is not limited to, school resource officers, except when a student is under arrest and handcuffs are necessary for the safety of the student and others.
Positive, proactive, evidence-based, and research-based strategies through a multi-tiered system of supports will be used to reduce the occurrence of challenging behaviors, eliminate the need for the use of timeout and physical restraint, and improve school climate and the safety of all students.

Time out and physical restraint may be used only when:

a) Other less restrictive and intrusive interventions and de-escalation techniques would not prevent imminent danger of serious physical harm to the student or others.
b) There is no known medical contraindication to its use on the student; and
c) Staff using the interventions have been trained in its safe and appropriate application.

Time out and physical restraints will not be used as discipline or punishment, retaliation, or as a substitute for positive, proactive intervention strategies that are designed to change, replace, modify, or eliminate a targeted behavior.
Parent(s) or person(s) in parental relation to the student will be notified on the same day when timeout, physical restraint, and/or mechanical restraint is used, including timeout used in conjunction with a student's behavioral intervention plan. When the student's parent or person in parental relation cannot be contacted, after reasonable attempts are made, the building principal or administrator will record the attempts. For students with disabilities, the building principal or administrator will report the attempts to the student's committee on preschool special education or committee on special education. The notification will offer the parent or person in parental relation the opportunity to meet regarding the incident.
As soon as practicable, after every incident in which timeout and/or a physical restraint is used on a student, a building administrator or designee will meet with the staff who participated in the use of timeout and/or physical restraint to discuss the circumstances leading to the use of timeout and/or physical restraint.
All staff will receive annual training on the District's policies and procedures related to the use of timeout and physical restraint; evidence-based positive, proactive strategies; crisis intervention and prevention procedures and de-escalation techniques.

Additionally, any staff who may be called upon to implement timeout or physical restraint, will receive annual, evidence-based training in safe and effective developmentally appropriate timeout and physical restraint procedures.
The District will report to the appropriate agencies as required by law. If you would like additional information about Physical Restraint Protocols and the use of Time Outs, please refer to the Elmira City School District Website – District Policies.

XIV. Student Searches and Interrogations

The board of education is committed to ensuring an atmosphere on school property and at school functions that are 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.

A. Searches of Students or their Belongings

In addition, the board authorizes the superintendent and building principals/administrators/designee 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. The authorized school official may also request a student to remove a jacket or outer coat or to empty pockets in such circumstances. Gym bags, knapsacks, or packages that students carry in or on school property are subject to search at any time that school officials have reason to believe contraband may be contained therein. An authorized school official may also conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, even without reasonable suspicion, so long as the school official has a

legitimate reason for a very limited search.
An authorized school official may search a student or the student's belongings based upon information received which is reliable and which indicates that the student is likely in possession of a weapon, illegal drugs, alcohol, or other contraband which would constitute a violation of this code.
Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he/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.

B. Student Lockers, Desks and Other School Storage Places

Students have no reasonable expectation of privacy with respect to student lockers, desks, and other school storage places. This is school property and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

C. Canine Searches

The district has the option of initiating an unannounced canine search of any of its school buildings at any time of the day throughout that school year.

D. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly making a report of any item seized and coordinate with the building principal if disciplinary action is warranted under this Code.
When appropriate, the building principal/designee shall be responsible for contacting the police and delivering any weapon or illegal contraband.

E. Police Involvement in Searches and Interrogations of Students

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

- A search or an arrest warrant; or
- Probable cause to believe a crime has been committed on school property or at a school function; or
- Been invited by school officials.
- If police are involved in questioning students on school premises, whether or not at the request of school authorities, it will be in accordance with applicable law and due process rights afforded students. Generally, police authorities may only interview students on school premises without the permission of the parent/guardian in situations where a warrant has been issued for the student's arrest (or removal) or the questioning of students concerns a crime committed on school property. If the police wish to speak to a student without a warrant, they should take the matter up directly with the student's parent/guardians.

F. Child Protective Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to Child Protective Services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local Child Protective Services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse and/or neglect, or custody investigations. All requests by Child Protective Services to interview a student on school property shall be made and coordinated through the building principal/designee.
A Child Protective Services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

XV. Visitors to Schools

The building principal/designee is responsible for all persons in the building and on the grounds. Anyone who is not a regular staff member or student at the school will be considered a visitor.
The following rules apply to visitors on school grounds:

- •Except as otherwise provided in this section, all visitors to the school must report to the main office upon arrival at the office. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor

must return the identification badge and sign out at the main office before leaving the building.

- Visitors attending school functions open to the public, such as parent-teacher organization meetings or concerts, are not required to register.
- Parents or citizens who wish to visit a classroom while school is in session must obtain prior approval of the classroom teacher(s) and the building principal.
- Teachers are expected not to take class time to discuss individual matters with visitors.
  Any unauthorized person on school property will be reported to the principal/designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XVI. Public Conduct on School Property

For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function. The purpose of this code is to maintain public order and prevent abuse of the rights of others. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner

1. Prohibited Conduct on School Property

No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so.
- Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
- Disrupt the orderly conduct of classes, school programs or other school activities.
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal
- action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- Intimidate, harass, or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, or disability.
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct the free movement of any person in any place to which this code applies.
- Violate the traffic laws, parking regulations or other restrictions on vehicles.
- Possess, consume, sell, distribute, or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
- Use, possess or distribute tobacco or smokeless tobacco products, e-cigarettes, e- liquids, vaping products, oils, or waxes.
- 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.
- Loiter on or about school property.
- All Pre-K through 8 students attending athletic events at any location in the district, whether supporting home or visiting teams, must be accompanied by an adult.
- Gamble on school property or at school functions.
- Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by this code.
- Violate any federal or state statute, local ordinance, or board policy while at a school function.

2. Penalties for Misconduct on School Property

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

- Visitors' 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 are then trespassing, and the police will be called.
- District personnel may be subject to disciplinary proceedings and penalties consistent with their collective bargaining agreement and/or the law (their legal status).

3. Enforcement of Public Conduct on School Property

The building principal/administrator or the district personnel supervising an area or event shall be responsible for enforcing the rules of public conduct of this code.

XVII. Transportation policy

Transportation policy is set by the board of education of the Elmira City School District. State education law requires

school districts to provide transportation to district residents, other than those living in the city, who live more than two miles (if elementary students) or three miles (if secondary students) from the school they legally attend.
Transportation for students attending public schools other than their assigned schools is the responsibility of their parents or guardians.

Elementary level

All students who attend elementary schools are eligible for bus transportation to the school to which they are assigned if their residence is located at a distance of one mile from the school (as measured along the shortest possible road course) equal to or in excess of one mile.
Transportation for students attending public schools other than their assigned schools is the responsibility of their parents or guardians.

Exceptions

The only exceptions to the Transportation Policy are:

- Elementary students are not expected to walk across four-lane highways.
- Elementary students are not expected to cross any river.
- Elementary students are not expected to walk on main county highways that have a high volume of traffic, poor visibility, and no shoulders.

Academy level

All students who attend middle school are eligible for bus transportation to school if their residence is located at a distance from the school (measured along the shortest possible road course) equal to or more than 1.5 miles.

High school level

All students who attend senior high school are eligible for bus transportation to high school if their residence is located at a distance from the school (as measured along the shortest possible road course) equal to or more than two miles.

Winter warning

When hazardous road conditions cause school cancellations, an announcement will be made shortly after 6 a.m. on all Elmira radio and TV stations. You can also check the district website: www.elmiracityschools.com and the district Facebook page
www.facebook.com/ElmiraCitySchoolDistrict
Please do not call radio or TV stations or school officials.
If a storm hits while school is in session, we do not dismiss early. If students stay in school, it gives highway crews a chance to clear the roads.

Delayed start

Winter weather conditions may warrant a district decision to delay the start of school by one or two hours. If this situation occurs, the announcement will be made on all Elmira radio and TV stations no later than 5:30 a.m. The statement will be made that the start of school for the Elmira district will be delayed. If the delay is subsequently changed to a school closing, the decision will be made by 6:30 a.m. and will also be announced on TV and radio.

A delay means:

- Every child's schedule will be two hours later at the bus stop and for the start of school. The return home will be at the regular time.
- Classes may be shortened or modified in each individual school to accommodate the day's requirements.
- The lunch menu will likely remain the same for that day and regular lunch times will be followed.
- There will be no breakfast program that day.
- Morning BOCES students will not attend BOCES but will be required to report to the high school to a room designated by the principal.

***Note: Please do not drop off your child or allow him/her to walk to school early. There will be no supervision, and schools will still be locked, as staff will also be reporting to work two hours late.**

Special Information

Do not lose your bus privilege – follow these rules!

- Observe classroom conduct.
- Be courteous; use no profane language.

- Do not eat or drink on the bus.
- Keep the bus clean.
- Cooperate with the driver.
- Do not smoke/vape/use tobacco, drugs, e-cigarettes, or alcohol.
- Do not damage bus or equipment.
- Stay in your seat.
- Keep head, hands, and feet inside the bus.
- Do not fight, push, or shove.
- Do not tamper with bus equipment.
- Do not bring pets on the bus.
- Do not bring flammable material on the bus.
- The bus driver is authorized to assign seats.
- Have a safe trip!

Other scheduling and routing information

Side roads
Transportation will not be provided on side roads that are not maintained by town highway departments if the lack of maintenance makes it unsafe to travel on these roads. Examples of unsafe conditions are flooding, road erosion, ice, snow, and mud.

Private roads
Transportation will not be provided on highways that have not been dedicated and/or maintained by town, county and/or state highway departments.

Turnarounds
Turnarounds will not be established unless adequate space is available, and this space is properly maintained (Education Law section 3062,3635). All turnarounds must be approved by the Transportation Supervisor or designee.

Babysitters and day care centers
Students will be transported to approved day care centers, private babysitters, and latchkey locations within our district, according to board of education policies. The location must be on a regular bus route from that school where students can be dropped off at an approved bus stop location and the request must be made in writing. Contact the transportation department (735- 3950) for further information.

Private schools
We provide transportation to private schools as required by state law. Parents requesting such transportation must do so in writing prior to April 1 of the year for which transportation is being requested (in March for the following September). The request must be renewed every year.

Misplaced children
If your child does not get off the bus, call the school at once. Remember, the safest place for your child is on the bus. If your child got on the wrong bus by mistake, he/she will be brought home as soon as possible.

Bus drills
According to a schedule established by the state Education Department, at least three bus emergency drills must be conducted each year by the school principal or his/her designee. The procedure for pupils to follow in case of an accident, including instructions on use of emergency exit windows and doors, will be covered.

Supervision
Each school will have supervision for bus students during the time between bus arrival and the start or finish of school.
The schools are also responsible for the safety of pupils boarding or disembarking.

The driver of each bus is responsible for seeing that all rules are obeyed on the bus. The driver has full authority and may assign seats if necessary.

Information for students
Each student must be on time. Students should be ready five minutes before the scheduled pick-up time.

Passengers should hold large packages and instrument cases while on the bus, not leaving them in the front of the bus or in the aisle.

Items allowed if held on lap: Piccolo, Alto saxophone, Oboe, French horn, Flute, Trumpet, Soprano clarinet, Violin, Bassoon, Viola, Snare drum, Fishing pole, Lacrosse stick, Baseball/softball bat.

Items not allowed on a school bus: Alto clarinet, Bass clarinet, Hula hoops, Contrabass clarinet, Tenor saxophone, Glass objects, Baritone saxophone, Baritone horn, Tuba, Hockey sticks, Trombone, String bass, Cello, Aerosol cans, Skis/poles, Skateboards, Skates, Scooters, Explosive/flammable materials, or liquids. Weapons, as defined in this code. No live or dead animals are allowed on a school bus.

The district reserves the right for its transportation personnel to ban or permit other objects on a case-by-case basis. Special permission can be requested, and other questions answered, by contacting the Bus Garage at 735- 3950.

Note for parents of students receiving special education

Please have your child ready 10 minutes before the scheduled pickup. In the afternoon, have someone at home twenty (20) minutes before your child's scheduled drop-off time.

If for any reason your child is not going to school, please call the bus garage before 6:30 a.m. If possible, let us know at this time when your child will return. When we go to your house in the morning and your child does not come out, it causes unnecessary delays in the bus route. If this happens two days in a row, we will not return to your house until you call and inform us that your child is ready to return to school.

Each special bus covers a special area. We need to know if your child is going to a babysitter after school, as your child might have to ride a different bus. Check with the bus garage ahead of time to determine if your babysitter is in a bus area.

Students are expected to behave on the bus, or they will be written up. Repeated write-ups will result in disciplinary action or suspension of riding privileges.

Responsibilities

Each of the following sections points out specific duties of the transportation department, schools, bus passengers, bus driver, parents, and chaperones on a bus.

Board responsibilities

It is the responsibility of the board of education to set policy regarding bus transportation for the district.

Superintendent responsibilities

The responsibility for administering the transportation program rests with the superintendent of Schools. The Administration is expected to adhere to applicable laws, regulations and policies established by federal, state, and local authorities. This responsibility is, in part, delegated to the supervisor of transportation, who reports to the superintendent.

Supervisor of Transportation responsibilities

<u>The Supervisor of Transportation is responsible for:</u>

- Establishing bus rules.
- Assigning bus drivers.
- Arranging for, recording, and reporting bus drivers' overtime.
- Arranging transportation for special trips, such as outdoor education, recreational programs, and educational trips.
- Preparing specifications for bidding on new buses.
- Arranging for special transportation for students attending other school districts.
- Planning and arranging for preventive and other maintenance on buses and other vehicles.
- Reviewing and approving payment of bills for maintenance, special transportation, and overtime.
- Maintaining a continuous analysis of transportation costs and providing reports as requested.
- Preparing transportation contracts and NYSED reports. Assisting in bus driver personnel management.
- Assisting in providing required bus drill instruction.
- Assisting in the transportation budgeting process.
- Administering the bus transportation discipline policy.

Building Principal responsibilities

- Each principal is responsible for the following:
- Requiring that regular instruction and pertinent safety regulations are provided for all pupils.
- Providing adequate supervision at school bus loading and unloading zones. Bus riders should not be permitted to move toward the bus at school loading zones until the bus has been brought to a full stop. Pupils should line up and take their turns entering the bus in an orderly manner.
- Ensuring student awareness that the same student behavior expected in the classroom is to be practiced on the school bus.
- Taking prompt action on all behavior problems where principal involvement has been requested.
- Enforcing safe traffic regulations at the school site.
- Reporting to the supervisor of transportation any unsafe conditions or practices brought to his/her attention relating to the transportation program.
- Requiring that pupils ride their assigned school bus and do not board a bus going to any destination other than their home or assigned activity without proper authorization.
- Informing the transportation department when bused students have been suspended from school.

Bus Driver responsibilities

- Each school bus driver must do the following:
- Obey all traffic laws and regulations.
- Keep bus clean inside and out.
- Be present for designated bus run at least 15 minutes prior to the scheduled leaving time and complete daily pre- trip inspection of the bus.
- Assign seats to students.
- Maintain reasonable behavior of students and enforce all rules and regulations.
- Report, in writing, to the Transportation Supervisor cases of student misconduct that endanger the health, safety and welfare of self and others.
- Instruct all pupils to walk 15 feet in front of the bus.
- Avoid the use of alcoholic beverages or drugs that may induce sleep or drowsiness when their period of effectiveness coincides with the time scheduled for driving.
- Report accidents to the Transportation Supervisor.
- Make out daily reports, revised bus lists, seating charts and time schedules as required.
- Observe the rules and regulations set forth by the board of education, commissioner of education, department of transportation and department of motor vehicles.
- Instruct students in safe crossing procedures.
- Drive a school bus safely, defensively and efficiently.
- Always operate the vehicle at a safe speed according to conditions.

Parent responsibilities

Parents play an important role in the safe and efficient operation of the school's transportation system. If the system is to function effectively, parents must assume an obligation to the program and to the people responsible for its operation.

Parents are expected to ensure that children are at bus stops on time and properly clothed for the weather.

Parents are expected to insist on the good behavior and cooperation of their children at bus stops and on the bus so drivers can concentrate on safely driving the bus.

Parents should make written suggestions to school authorities for any improvement of the bus transportation program.

Note: Videotaping is conducted on the buses, at our discretion, to ensure the safety of your children.

Permission to ride a different bus:

Permission is required to ride a different bus or to get off at a different stop. Students must normally be bus riders to receive permission to ride another bus. Call 735-3950 to get permission for students to ride a different bus. Also send notes for the driver and the school.

Requests may be denied because the requested location is not on the bus route or may be a dangerous place for the bus to stop. Because of these limits, it is important to check with the bus garage on the day of the request to confirm approval. If you have a long-term need for a change in your child's transportation, you should contact the bus garage at 735-3950.

Student responsibilities while waiting for the bus:

Students should arrive at their bus stop five minutes before the scheduled pick-up time and wait several feet away from the bus stop. Any students who are not on time will be left behind. While walking to and waiting at the bus stop, students should:

- Avoid standing or playing in the road.
- Keep books, lunch pails & instruments off the road.
- Not litter or damage surrounding property.
- Not throw objects at the bus or other students.
- Not crowd into the road as the bus arrives.
- Not arrive at the bus stop earlier than 10 minutes before the time the bus usually arrives.
- Not allow younger children who are not attending school to come to the bus stop.
- Observe all safety precautions while waiting.
- If possible, avoid crossing streets.
- Whenever crossing a street, look both ways and cross if no moving vehicles are approaching from either direction.
- Do not push, pull, or chase any other students.
- Avoid trespassing on private property & being noisy.

As the bus approaches:

- Line up at least six feet from the road/highway.
- Do not approach the bus until it has stopped.
- Loading the bus:
- When getting on the bus, cross the road 15 feet in front of the bus (never in back) and wait to be signaled to do so by the bus driver.
- At school dismissal time, go immediately to your bus. Students who miss their bus should immediately report back to the school's main office. The bus will not stop to board students when it departs from the bus stop.
- Get on the bus quickly, in an orderly fashion and be seated at once (unless seats are not available).
- Load the bus from the middle of the bus first.
- If seats are not available, go to the back of the bus, remain standing in the middle aisle, and grasp the seat back firmly before the bus begins to move.
- Listen and obey any directions issued by bus personnel.

Riding the bus:

- Stay in your seat. It is appropriate for three to sit in each seat, being careful not to block the aisle.
- Heads, hands, and legs must stay inside the bus.
- Listen carefully and obey the bus driver.
- Remain on the bus until arrival at your destination.
- Profanity, loud talking, horseplay or behavior that might divert the bus personnel's attention is not permitted.
- Keep the bus clean and care for bus equipment. Emergency doors and windows, as well as other bus equipment, are to be used only when appropriate.
- Show identification upon request and comply with all requests by the bus driver, the monitor or other district personnel.
- Do not throw objects in or at the bus or at other vehicles.
- You may not eat food or candy on regular bus routes.
- Sit quietly, face forward and remain seated until the bus stops. Do not change seats unless directed by bus personnel.

- Destruction or damage to a school bus or student's property could result in an immediate suspension from riding the bus and/or restitution for damages.

Unloading the bus:

- Remain seated until the bus comes to a complete stop and the bus driver has opened the door.
- When getting off the bus, cross the road 15 feet in front of the bus (never in back) and wait to be signaled to do so by the bus driver.
- Stop at the center of the roadway and look both ways before proceeding.
- Get on and off the bus at your regular designated stop.
- A written request from your parents or guardian to the principal must be presented before you may be allowed to get off at any other stop or ride a bus other than the one you have been assigned to.

Bus drills

The drills on school buses required by Section 3623 of the Education Law include practice and instruction in the location, use and operation of emergency doors, fire extinguishers, first-aid equipment, and windows as a means of escape in case of fire or accident. Drills will also include instruction in safe boarding and exiting procedures with emphasis on when and how to approach, board, disembark and move away from the bus. Each drill should include specific instructions for pupils to advance at least 15 feet in front of the bus before crossing the highway after snow, ice, rain, and other inclement weather. All drills will include instruction in the importance of orderly conduct by all school bus passengers.

Students who do not ride a school bus must participate either in on-board drills or receive in- class instruction concerning bus safety practices and procedures. A minimum of three such drills will be held during the school year, the first to be conducted during the first seven days of the fall term, the second prior to Jan. 1 and the third prior to May 1. No emergency drills will be conducted when buses are on route.

Once each year the district will hold a special emergency drill. All students will go home 15 minutes early. Notice of the drill will be sent home. School authorities will certify on the annual report to the state Education Department that the district has compiled.

***Non-public schools in the district must also participate in bus drills.**

Discipline

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

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

Consequences for inappropriate student behavior

The supervisor of transportation or his/her designee will deal with reports from bus personnel concerning student misbehavior. The supervisor of transportation may request a meeting with the parents of a student who misbehaves and has the authority to prevent that student from riding the bus.

Bus personnel are obligated to report violations of rules to the supervisor of transportation. Bus personnel will complete the bus conduct report and forward it to the supervisor of transportation. The supervisor of transportation's action will be filed, and copies sent to the student's parents, principal, and bus personnel.

First offense

Bus personnel will complete a bus conduct report form and submit it to the supervisor of transportation, who will call the parents to request their assistance. Parents will receive a copy of the bus conduct report. Bus personnel should try to correct any discipline problems by speaking directly to the student(s) involved and, if necessary, making special seat assignments for certain students.

Second offense

The student may be suspended from the bus for five days. During the period of suspension, the parents shall be responsible for transportation to and from school. The bus personnel will complete a bus conduct form and submit it

to the supervisor of transportation. The supervisor of transportation will communicate the situation to the parents and building principal or his/her designee. The action taken will be noted on the report and copies sent to the building principal. The action report will be placed in the student's school record file. A copy of the report will be sent to the parents/guardians. The supervisor of transportation will offer to schedule a conference with the child and parents to allow the parents the opportunity to discuss and appeal the suspension. The building principal will be notified of the meeting and will attend if appropriate.

Third offense

The student may be suspended from the bus for 10 school days. During the period of suspension, the parents are responsible for transportation to and from school. The procedures outlined for the second offense will be followed.

Fourth offense

The student may be suspended for the remainder of the school year. During the period of suspension, the parents are responsible for transportation to and from school. The procedures outlined for the second offense will be followed. The supervisor of transportation may suspend the transportation privilege indefinitely.

Inappropriate behaviors

The following behaviors may result in immediate suspension from the school bus after proper warning and notification:

- Abusive language to bus personnel
- Striking bus personnel
- Striking another student
- Fighting on the school bus, whether started or participated in
- Smoking or use of smokeless tobacco
- Exiting a bus without permission
- Alcohol on bus
- Refusal to give name
- Drug-related incident
- Interfering with the health, safety and welfare of self or others
- Weapons of any kind

Immediate suspension of riding privileges:

- The bus personnel will notify the supervisor of transportation by written report of an existing problem.
- The supervisor of transportation will investigate the report and make a determination as to action to be taken.
- The supervisor of transportation will notify the parents by mail and personal contact of the suspension of riding privileges for the child. Also, he will offer to schedule a conference with the child and parents to allow the parents to discuss and appeal the suspension.
- The building principal will be notified of the meeting and will attend if appropriate.
- During the period of suspension, the parents are responsible for transportation to and from school.
- Proper record of each offense, parental conference and disciplinary action will be maintained.

Right of hearing and appeal

A hearing will be scheduled at the parents' request. A bus transportation suspension decision may be appealed to the Director of Student Services.

The supervisor of transportation will determine the suspension period on a case-by- case basis. Considerations such as the nature of the offense, attitude of the student, parental cooperation and the transportation discipline history of the student may be considered in determining a reasonable suspension period.

Any of the procedures may be waived at the discretion of the supervisor of transportation and the transportation privilege either suspended or withdrawn for a serious infraction even though it may be a first or second offense.

BOCES buses

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

Sports buses

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

Handicapped/special class

These incidents will be reviewed on an individual basis and bus monitors will work with the schools and parents involved when student suspension may be necessary.

Special buses

Special buses include those used for field trips, athletic trips, BOCES or handicapped transportation. The following rules apply:

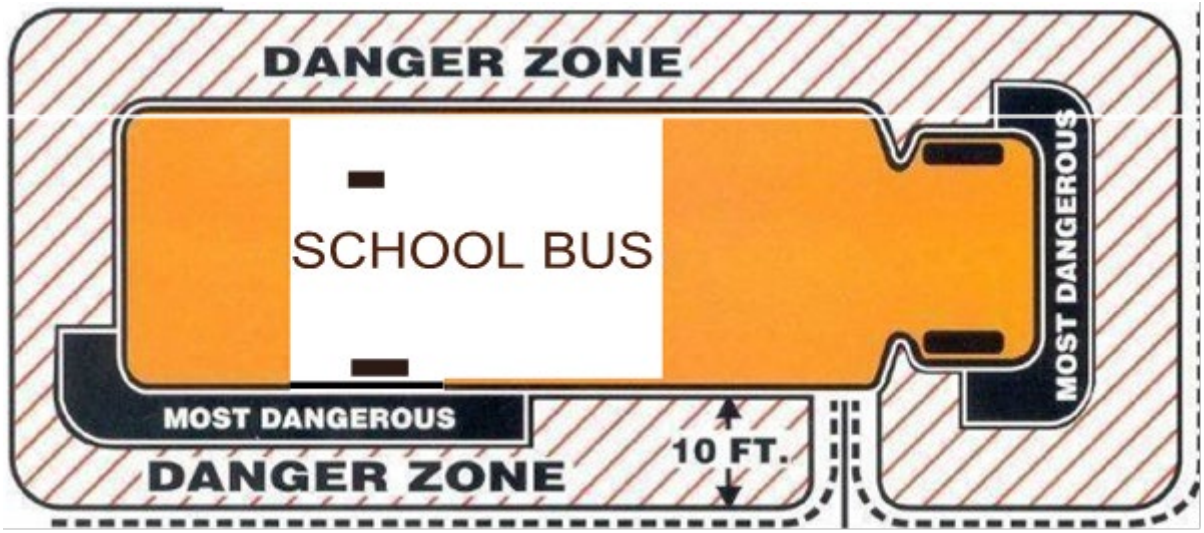
- Chaperones should discuss their seating arrangements with the driver.
- Chaperones should report promptly to the bus driver any damage done to the bus. Anyone causing damage will be expected to cover the full cost of repairs.
- Use or possession of alcohol or controlled substances is prohibited. Violators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

Eating on the bus

New York State regulations prohibit any eating on the bus while in motion (section 721.21
(e) Regulations of the commissioner of the Department of Transportation).

- Students are responsible for cleaning the bus of all food, beverages, and containers.
- If a group wishes to stop to eat at a restaurant, prior approval must be obtained from the supervisor of transportation and, where applicable, from the athletic director.
- If a group wants to pack a lunch to eat either at their destination or at a rest stop along the way, they may do so with the following provisions:
- Prior approval from the building principal and/or athletic director and the supervisor of transportation and/or designee is required.
- No glass containers will be allowed on the bus. Food and beverages must be in plastic or metal containers.
- If more than one bus is on the trip, they all will either stop or come directly home.
- If food and/or beverages are to be eaten on the bus (only when the bus is parked off the road), the transportation request should include a request for such permission and approved by the supervisor of transportation.
- Chaperones are responsible for ensuring that students clean the bus.

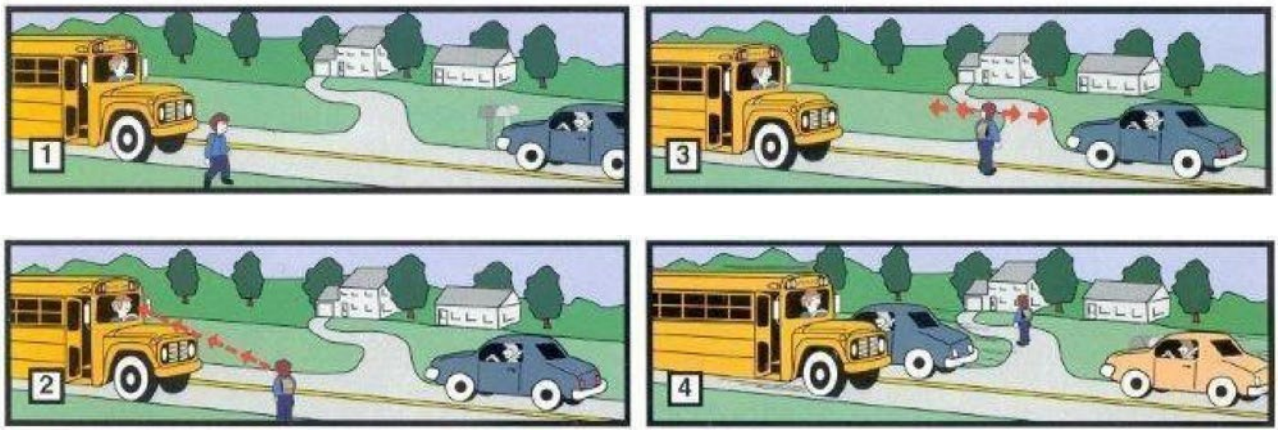
HOW TO CROSS THE ROAD SAFELY



WALKING AREA



STAY AWAY FROM THE DANGER ZONES



XVIII. Extra-Curricular Activities

Chemical Use Rules

The Elmira City School District recognizes that the use of tobacco, drugs and/or alcohol is a serious problem with legal, physical, emotional, and social implications for the entire community. These impacts are particularly relevant for extra-curricular program participants because the physical and mental exertion required by such activity could magnify the detrimental effects of the substance abuse. To this end, the ECSD holds students accountable for their actions and has instituted policies that apply beginning in seventh grade and continuing until the student finishes twelfth grade. ***Violations continue to accrue throughout this time period and are not eliminated and renewed each year. Any penalty (i.e., probation) not fully served by a student during a sport(s) season will carry over to, and may affect eligibility for, a subsequent sport(s) season.**

In order to participate in any extracurricular activity, a student shall abide by the following rules:

Rule 1

Statement of the Rule:

A student shall not engage or be involved in conduct on or off school property that constitutes the sale or attempted sale of a controlled substance or illegal drug or the sale or attempted sale of any substance represented as a controlled substance or illegal drug.

Penalty for Violation

Violators of Rule 1 shall be deemed ineligible to participate (i.e., on probation) in extracurricular activities for one calendar year from the date of the determination that Rule 1 WAS violated.

Rule 2

Statement of the Rule:

A student shall not engage or be involved in conduct on or off school property that constitutes the use or possession of any of the following: alcohol; controlled substances; illegal drugs, including illegal steroids; prescription medicines, including steroids (if the student is not the person for whom the prescription was written); and drug paraphernalia.

Penalty for First Violation

A. Violators of Rule 2 shall be deemed ineligible to participate (i.e., on probation) in extracurricular activities for eight weeks from the date of the determination that Rule 2 was violated. During probation, the student may continue to practice but may not participate in official events.
B. The penalty imposed on violators under this paragraph may be reduced pursuant to the following requirements.
    a) The suspension period will be reduced by two (2) weeks if the student admits to the violation when first questioned by the coach, advisor, school administrator, athletic director, or school resource officer.
    b) The student and parent/guardian must meet with a school-recognized drug and alcohol counselor (e.g., Teen Intervene by Trinity) prior to the end of probation and provide written verification of such meeting. Upon acceptance of such written verification by the superintendent or designee, the probationary period will be reduced by one week.
    c) The student may earn an additional reduction in his/her probation. The student may reduce the probationary period by one week by participating in various drug and alcohol prevention activities (e.g., attendance at drug or youth court) or by either volunteering at Trinity or writing a research paper on a designated topic related to the student's offense. Any activities or projects undertaken by the student to earn a reduction of the probationary period must be discussed with and approved by the superintendent or designee before any reduction will be granted.

Penalty for Second Violation

A. Violators of Rule 2 for the second time shall be deemed ineligible to participate (i.e., on probation) in extracurricular activities for twenty weeks from the date of the determination that Rule 2 Was violated. During probation, the student may continue to practice but may not participate in official events.
B. The penalty imposed on violators under this paragraph may be reduced by up to three weeks pursuant to the following requirements.
    a) The student may participate in various drug and alcohol prevention activities (e.g., attendance at drug or youth court; volunteering at Trinity or a similar agency; writing a research paper on a designated topic related to the offense.
    b) The activity must be discussed with and approved by the superintendent or designee before any reduction will be granted.
    c) Prior to any return to participation, the student shall provide verification of successful completion of an alcohol/drug evaluation. The parent/guardian and student shall also provide verification of completed or continuing, as appropriate, compliance with all recommendations made by the evaluator.

Penalty for Third and Subsequent Violations

A. Violators of Rule 2 for the third time shall be deemed ineligible to participate (i.e., on probation) in extra-curricular activities for one calendar year from the date of the determination that Rule 2 WAs violated. During probation, no participation will be permitted.

Rule 3

Statement of the Rule:

A student shall not engage or be involved in conduct on or off school property that constitutes the use or possession of tobacco products (which includes, but is not limited to, cigarettes, e- cigarettes. cigars, chewing tobacco and smokeless

A. Penalty for First Violation:
    a) Violators of Rule 3 shall be deemed ineligible to participate (i.e., on probation) in extracurricular activities for three weeks from the date of the determination that Rule 3 was violated. During probation, the student may continue to practice but may not participate in official events.
    b) The penalty imposed on violators under this paragraph may be reduced pursuant to the following requirements:
    - The student may participate in various drug and alcohol prevention activities (e.g., attendance at drug or youth court; volunteering at Trinity or a similar agency; writing a research paper on a designated topic related to the offense).
    - The student and parent/guardian must meet with a school-recognized drug and alcohol counselor (e.g., Teen Intervene by Trinity) prior to the end of probation and provide written verification of such meeting. Upon acceptance of such written verification by the superintendent or designee, the probationary period will be reduced by one week.
    c) Prior to any return to participation, the student shall provide verification of successful completion of a program with the Tobacco Education Group, or a substitute approved in advance by the superintendent or designee.

B. Penalty for Second and Subsequent Violations:
    a) Violators of Rule 2 for the second and subsequent times shall be deemed ineligible to participate (i.e., on probation) in extracurricular activities for ten weeks from the date of the determination that Rule 3 was violated. During probation, the student may continue to practice but may not participate in official events.
    b) Prior to any return to participation, the student shall provide verification of successful completion of a program with the Tobacco Education Group, or a substitute approved in advance by the superintendent or designee.

Rule 4

Statement of the Rule:

A student shall not be in attendance at any gathering on or off school property where others are engaged in conduct that constitutes the use or possession of any of the following: alcohol; controlled substances; illegal drugs, including illegal steroids; prescription medicines, including steroids (if the student is not the person for whom the prescription was written); and drug paraphernalia.

A. Penalty for First Violation
   a) Violators of Rule 4 shall be deemed ineligible to participate (i.e., on probation) in extracurricular activities for two weeks from the date of the determination that Rule 4 was violated. During probation, the student may continue to practice but may not participate in official events.

B. Penalty for Second Violation
   a) 1.Violators of Rule 4 for the second time shall be deemed ineligible to participate (i.e., on probation) in extra- curricular activities for four weeks from the date of the determination that Rule 4 was violated. During probation, the student may continue to practice but may not participate in official events

C. Penalty for Third and Subsequent Violations
   a) Violators of Rule 4 for third and subsequent times shall be deemed ineligible to participate (i.e., on probation) in extracurricular activities for eight weeks from the date of the determination that Rule 4 was violated. During probation, the student may continue to practice but may not participate in official events.

Determinations and Appeals of Rule Violations

A. Investigations

Alleged violators may be suspended from participation during the course of any investigation and determination.

B. Initial Determination

The initial determination that a rule has been violated will be made by the principal (for participants in non-athletic activities) or by the director of athletics (for participants in athletic activities).

C. Appeals

A student, if 18 or older or a parent/guardian may appeal the initial determination by delivering a request in writing to the office of the principal or athletic director within five days of the initial determination. A review will be conducted by a review committee constituted for this purpose. The person who made the initial determination may not be a member of the review committee but may participate in the review process.

D. Aggregate Violations
   a) For purposes of imposing progressive penalties under any Rule, violations of any other Rule shall be deemed to be a prior violation of the Rule under consideration, if the earlier incidents occurred within eighteen months of the incident under consideration.
   b) When a student is determined to have violated both Rules 2 and 4, the penalty imposed shall be solely the penalty provided under Rule 2 and the two violations shall be deemed to be one violation for purposes of progressive penalties.

Extracurricular Activities Eligibility

Participation in all extracurricular activities in the secondary schools will be based on the following standards:

A. Students are responsible for knowing their eligibility status.
B. Students must carry a full academic schedule as determined by the school District and/or NYSPHSAA.
C. Students must report to school on time, attend all classes, put forth a good effort in all classes, be respectful and follow school rules and policies. Failure to meet these expectations will result in probation and/or ineligible status for the student. (Athletes must be passing physical education.)

D. Students must demonstrate good attendance. Unexcused absences from school, any class or study hall will result in suspension or dismissal from the activity. Students must also demonstrate good behavior and abide by the rules set forth in the code of conduct.
E. **First offense:** One-day suspension from the activity.
F. **Second offense**: Five-day suspension from the activity.
G. **Third offense:** 21-day suspension from the activity.
H. **Fourth offense:** Dismissal from the activity.
I. Students must be in attendance the full day (of the activity) to participate in scheduled extracurricular activity unless a written legal excuse is submitted.
J. Students under in-school or out-of-school suspension may not participate for the length of their disciplinary action. Any referrals for physical violence or misconduct approved by an administrator will result in suspension or dismissal.
K. Good community citizenship is expected of all students participating in extracurricular school activities. Good community citizenship involves following a high standard of behavior and conduct while in or out of the school setting. Students are expected to follow all laws, school, and governmental regulations.

The following is a list of examples that may result in suspension or dismissal from participation in school extra-curricular activities as determined by the building eligibility committee. This is not an all-inclusive list.

- Students reported for interfering with the individual and property rights of others which includes, but not limited to, vandalism, trespassing, sexual misconduct, hazing or harassment.
- Any student caught stealing or in possession of stolen items.
- Any student who vandalizes school property.
- Any student involved in conduct that constitutes criminal activity, both in- season and out-of-season.
- Any student committing an act that would be a serious violation of the district's code of conduct justifying suspension from school of 5 days or more.
- Students suspended or dismissed from participation in extra-curricular activities due to poor citizenship are not eligible to participate until deemed eligible by the district eligibility committee, superintendent, or board of education.

Procedures for Academic Eligibility

Eligibility will be determined for athletes' overall average based on the first marking period grade (for winter sports), second marking period grade (for spring sports) and the final marking period average (June) for fall sports. If a student is dropped from a class because of lack of seat time, or dropped because of lack of attendance in school, the student will be deemed ineligible for the next season. (Dropped in second semester of previous year, no fall sports; dropped in first semester, no winter or spring sports). Unless that student is able to attend summer school, they must complete and pass the course in summer school to play the fall sport. Eligibility status is given to the athletic manager / advisor. It is the coach's / advisor's responsibility to know the eligibility status of their students.

There will be two categories of academic eligibility status:

A. **Eligible:** Full participation – Overall average 65% or above and all athletes must be passing physical education.

B. Probationary/Ineligible:

a) Probationary – If students' overall average is not 65% or above, they will be deemed academically on probation. To participate in practices and games during the probation period, the athlete must attend all classes regularly and attend and participate in study hall regularly for a three (3) week period. If a student is deemed on probation for the fall season, based on the overall average after the fourth marking period, they must attend summer school, to be deemed eligible to play in games for the fall

season. If a student is eligible for summer school and does NOT attend summer school, then the three-week probationary period for the fall season will begin on the first day of the athletic study session.

b) That student will not be eligible for games until the athletic study hall begins and that student attends and participates in that athletic student hall. The 3-week probationary period for the winter and spring seasons will begin on the first day of the season. Eligibility status for students will be determined by the Athletic Director and/or building principal. At the end of the three-week period, students' grades, attendance, attitude/behavior record, citizenship and overall average will be reviewed. If all is satisfactory, full participation will be restored. An athlete who is in athletic study hall must remain in study hall for 3 consecutive weeks (or 9 sessions) and have a passing average after those 3 weeks to not have to attend the study hall. If both requirements are not met, then the student will remain in the study hall for the remainder of the season.

C. Ineligible:

a) If a student does not meet all the probationary criteria needed for the student to be deemed eligible, then the student is ineligible for practices and games for the remainder of the season.

b) A student who is removed or suspended from school cannot participate in the extra-curricular activities for that period of suspension or removal.

c) Students who are deemed ineligible may appeal their eligibility status. Students who wish to appeal must be in good standing, attend class regularly and complete class assignments throughout the marking period.

d) A student will contact the building principal to appeal within five days of being deemed ineligible. The building principal will review the appeal application and make an initial determination in writing within five school days. If it is determined that the student is academically ineligible, the student may appeal in writing to the building eligibility committee.

Elmira City School District

❑ **We have read and understand the above rules and regulations**.

_____

Parent/Guardian Name (please print) Parent/Guardian Signature

_____

Student Name (please print) Student Signature

Date _____

This contract will take effect as of the first day of student participation in the above referenced extracurricular activity and will remain in effect until the last day of student participation in said extracurricular activity during the school year in which the contract is signed. Each student signing this contract is always required to comply with its terms while the contract is in effect. If a penalty assessed for a violation of this contract is not fully served prior to the last day of student participation in the extracurricular activity for which this contract is signed, the remaining portion of the penalty will carry over to the next extracurricular activity in which the student participates.

XIX. Dissemination and Review

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

- Providing copies of a summary of the code to all parents, students, non-teaching staff and other community members at the beginning of each school year.
- Mailing a summary of the code of conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
- Providing all current staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
- Providing all new employees with a copy of the current code of conduct upon hire.

The board will provide in-service training 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 regarding in-service programs pertaining to the management and discipline of students. Such in-service training shall include, but not be limited to, instruction on promoting a safe and supportive school environment while discouraging discrimination and harassment against students by students and/or school employees.

The board of education will review this code of conduct every year and update it, as necessary.

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

The code of conduct and any amendments to it will be filed with the commissioner no later than 30 days after adoption.

The Elmira City School District hereby advises students, parents, employees, and the general public that it offers employment and education opportunities without regard to age, race, creed, color, national origin, sexual orientation, military status, sex, disability, predisposing genetic characteristics or marital status.

Inquiries concerning this policy shall be addressed to:

Jake Sheehan, Derek Almy, and Hillary Austin, Civil Rights Compliance Officers and
Jay Hillman, Section 504 Compliance Officer at: 430 W. Washington Ave., Elmira, NY 14901
(607) 735-3000

Elmira City School District
430 W. Washington Ave.
Elmira, NY 14901

Superintendent
Hillary Austin
elmiracityschools.com

NOTIFICATION OF RIGHTS UNDER FERPA FOR SCHOOLS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

The right to inspect and review the student's education records within 45 days after the day the Elmira City School District receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Elmira City School District to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Data Protection Officer - The Data Protection Officer for the district is Jake Sheehan, Director of Administration. Questions, concerns, or complaints about data security should be directed to privacy@elmiracityschools.com.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) NOTICE FOR DIRECTORY INFORMATION

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that the Elmira City School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Elmira City School District may disclose appropriately designated "directory information" without written consent, unless you have advised the Elmira City School District to the contrary in accordance with Elmira City School District. The primary purpose of directory information is to allow the Elmira City School District to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. **[Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]**

If you do not want the Elmira City School District to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the Elmira City School District in writing by October 1. Elmira City School District has designated the following information as directory information: [**Note: an LEA may, but does not have to, include all the information listed below.**]

- Student's and parent's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

PARENTS' BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY

ELMIRA CITY SCHOOL DISTRICT

PARENTS' BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY

The Elmira City School District is committed to protecting the privacy and security of student data and teacher and principal data. In accordance with New York Education Law Section 2-d and its implementing regulations, the District informs the school community of the following:

1) A student's personally identifiable information cannot be sold or released for any commercial purposes.

2) Parents have the right to inspect and review the complete contents of their child's education record.

3) State and federal laws protect the confidentiality of personally identifiable information, and safeguards associated with industry standards and best practices, including but not limited to encryption, firewalls, and password protection, must be in place when data is stored or transferred.

4) A complete list of all student data elements collected by New York State is available for public review at the following website http://www.nysed.gov/student-data-privacy/student-data-inventory or by writing to the Office of Information and Reporting Services, New York State Education Department, Room 865 EBA, 89 Washington Avenue, Albany, New York 12234.

5) Parents have the right to have complaints about possible breaches of student data addressed. Complaints to the District should be directed in writing to **Data Protection Officer**, Elmira City School District, 430 W. Washington Ave, Elmira New York, 14901 or to **privacy@elmiracityschools.com**. Complaints to the State Education Department should be submitted, in writing, to Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, New York 12234. Complaints may also be submitted using the form available at the following website http://www.nysed.gov/student-data-privacy/form/report-improper-disclosure , or to

CPO@mail.nysed.gov.

This bill of rights is subject to change and will be revised from time to time in accordance with regulations issued by the Commissioner of Education and guidance received from the State Education Department

The Elmira City School District hereby advises students, parents, employees and the general public that if offers employment and education opportunities without regard to age, race, creed, color, national origin, sexual orientation, military status, sex, disability, predisposing genetic characteristics or marital status.

Inquiries concerning this policy shall be addressed to:

Hillary Austin, District Title IX Compliance Officer
Jake Sheehan, District Title IX Compliance Officer
Zachary Lloyd, Section 504 Compliance Officer
430 W. Washington Ave., Elmira, NY 14901
607-735-3000

APPENDIX TO PARENTS' BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY

SUPPLEMENTAL INFORMATION REGARDING THIRD-PARTY CONTRACTORS

In the course of complying with its obligations under the law and providing educational services to District residents, the Elmira City School District may enter into agreements with certain third-party contractors. Pursuant to these agreements, third-party contractors may have access to "student data" and/or "teacher or principal data," as those terms are defined by law and regulation.

For each contract or other written agreement that the District enters into with a third-party contractor where the third-party contractor receives student data or teacher or principal data from the District, the following information will be included in the contract, Data Protection Agreement, or Terms of Service/Privacy Policy Contract Addendum with this Bill of Rights:

1) The exclusive purposes for which the student data or teacher or principal data will be used by the third-party contractor, as defined in the contract;

2) How the third-party contractor will ensure that the subcontractors, or other authorized persons or entities to whom the third-party contractor will disclose the student data or teacher or principal data, if any, will abide by all applicable data protection and security requirements, including but not limited to those outlined in applicable laws and regulations (e.g., FERPA; Education Law Section 2-d);

3) The duration of the contract, including the contract's expiration date, and a description of what will happen to the student data or teacher or principal data upon expiration of the contract or other written agreement (e.g., whether, when, and in what format it will be returned to the District, and/or whether, when, and how the data will be destroyed);

4) If and how a parent, student, eligible student, teacher, or principal may challenge the accuracy of the student data or teacher or principal data that is collected;

5) Where the student data or teacher or principal data will be stored, described in a manner as to protect data security, and the security protections taken to ensure the data will be protected and data privacy and security risks mitigated; and

6) Address how the data will be protected using encryption while in motion and at rest.

SCHOOL PESTICIDE NOTIFICATION

New York State Education Law Section 409-H, effective July 1, 2001, requires all public and non-public elementary and secondary schools to provide written notification to all persons in parental relation, faculty and staff regarding the potential use of pesticides periodically throughout the school year.

If you desire, we will place your name on the list of individuals who wish to receive 48-hour prior notification of pesticide application. Contact Joe Magliocca at 607.735.3980 or email (JMAGLIOCCA@elmiracityschools.com) to have your name placed on the this list.

Additional information may be obtained by calling the National Pesticide Telecommunications Network Information at 1-800-85-7378 or the New York State Department of Health Center for Environment Health Information at 1-800-458-1158.

FIRE INSPECTIONS

"Notice is hereby given that the annual inspection for the 2023-24 school year for fire hazards which might endanger the lives of students, teachers, employees therein, has been completed and the report thereof is available at the Facilities Building at 733 Benjamin Street, Elmira, NY for inspection by all interested persons."

TITLE IX AND DISCRIMINATION

The District is committed to creating and maintaining education programs and activities which are free from discrimination and harassment. This policy addresses complaints of sex discrimination, including sexual harassment, made under Title IX of the Education Amendments Act of 1972 and its implementing regulations (Title IX). It is just one component of the District's overall commitment to maintaining a discrimination and harassment-free educational and work environment. *Policy Code 3421, Community Relations | Elmira City School District Title IX and Sex Discrimination Policy (adopted March 10, 2021)*

What is Title IX?

Title IX is a federal law that states that "no person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. The amendment in 1987 expanded the definition of program or activity to include all the operations of an educational institution, governmental entity or private employer that receives federal funds.

Title IX forbids sex discrimination in all district services and academic programs. Title IX also forbids discrimination because of sex in employment and recruitment consideration or selection, whether full time or part time, under any education program or activity operated by an institution receiving or benefiting from federal financial assistance. In accordance with Title, the school district does not discriminate on the basis of sex in the education program or activity that it operates, and it is required by law and policy not to discriminate in such a manner.

Title IX protects people from discrimination based on sex in educational programs or activities that receive financial assistance. Under Title IX, discrimination on the basis of sex can include sexual harassment, which is defined as conduct on the basis of sex that satisfies one or more of the following:

- An employee of the District conditioning the provision of an aid, benefit, or service of the District on participation in unwelcome conduct;

- Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity;

- Sexual assault, dating violence, domestic violence, or stalking, as defined by applicable law.

Role of Title IX Coordinator

Pursuant to Title IX of the Educational Amendments of 1972, the District's Title IX Coordinator is the designated agent of the school district with primary responsibility for coordinating Title IX compliance efforts. The Title IX Coordinator's responsibilities are critical to the development, implementation, and monitoring of meaningful efforts to comply with Title IX legislation, regulation, and case law. In broad terms, the Title IX Coordinator oversees monitoring of school district policy in relation to Title IX law developments; implementation of grievance procedures, including notification, investigation and disposition of complaints; provision of educational materials and training for the district community; conducting and/or coordinating investigations of complaints received pursuant to Title IX; ensuring a fair and neutral process for all parties; and monitoring all other aspects of the district's Title IX compliance.

How to Report to a Title IX Compliance Officer

Conversations are kept as confidential as possible. Relevant information about misconduct can be shared to a Title IX Coordinator so that the District can take action if necessary for reasons of safety. Where appropriate, the Title IX Coordinators may seek the assistance of the Dignity for All Students Act Coordinators (DASA's) in investigating, responding to, and remedying complaints of sex discrimination, including sexual harassment.

Title IX Coordinator Contact Information

The Elmira City School District hereby advises students, parents, employees and the general public that if offers employment and education opportunities without regard to age, race, creed, color, national origin, sexual orientation, military status, sex, disability, predisposing genetic characteristics or marital status. Inquiries concerning this policy shall be addressed to:

Hillary Austin
District IX Compliance Officer
607-735-3010

Jake Sheehan
District IX Compliance Officer
607-735-3025

430 W. Washington Ave.
Elmira, NY 14901
Ph: 607-735-3000

MCKINNEY-VENTO HOMELESSNESS ACT

Information for parents about educational rights in cases of student homelessness

If your family lives in any of the following situations...

- In a shelter, motel, vehicle or campground
- On the street
- In an abandoned building, trailer or other inadequate accommodations, or
- Doubled up with friends or relatives because you can't find adequate housing.

...then your school-aged children have certain rights or protections under the McKinney-Vento Homeless Education Assistance Act of 2001. To access a full list of rights, services and resources for students experiencing homelessness, please visit our district website at elmiracityschools.com.

IF YOUR ADDRESS SHOULD CHANGE FOR ANY REASON, PLEASE FOLLOW THE SUGGESTIONS BELOW:

Contact your student's current school and let them know your circumstances. You will be asked to complete this Housing Questionnaire Form.

If you need further assistance, call the National Center for Homeless Education at:

1-800-308-2145

At the Elmira City School District, contact:
Derek Almy
Homeless Liaison
(607) 735-3040

Download the new ECSD APP!

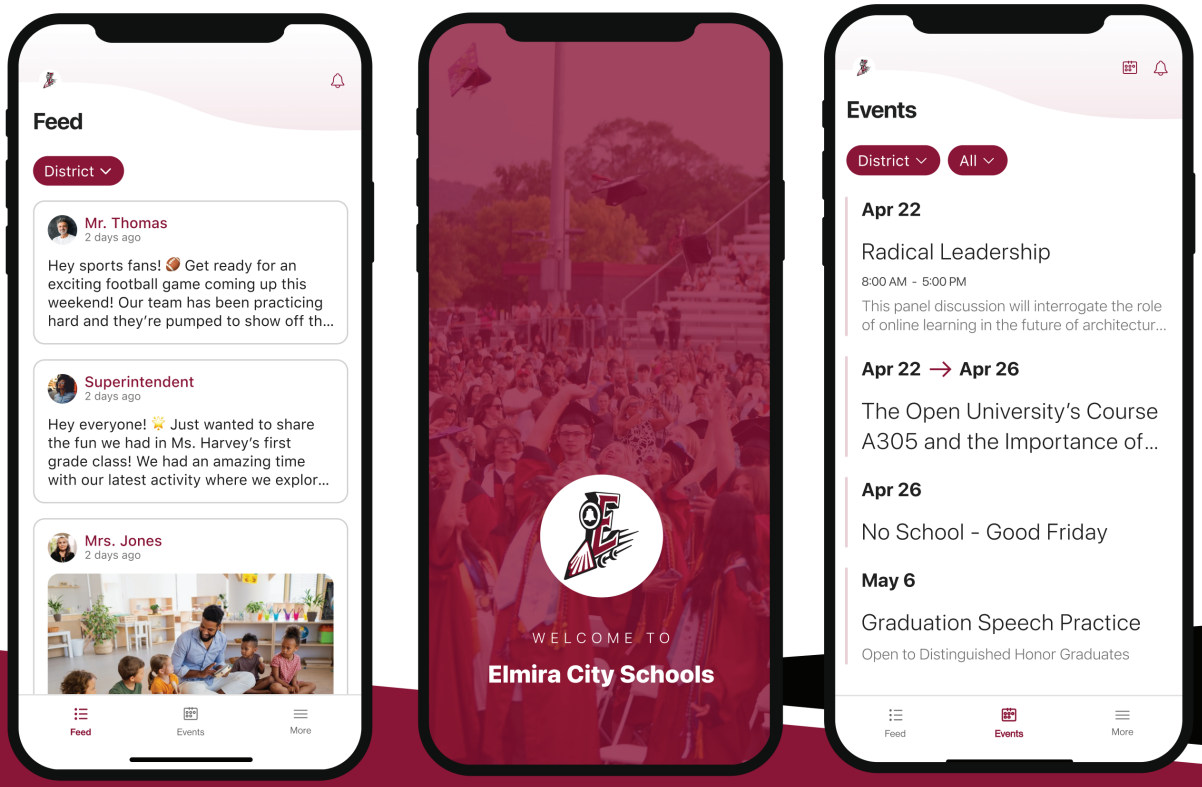
Families can customize their experience by filtering content based on their preferences—whether that's by individual school, the full district, or athletics.

QUICK HOW-TO FOR FAMILIES:

- Download the district app from the App Store or Google Play
- Open the app and subscribe to your child's school(s)
- Turn on notifications to receive updates
- Use the Live Feed for news and updates
- Check the Calendar for upcoming events and filter by school, district, or athletics

It's everything Elmira CSD, **in your pocket.**

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Download the **Elmira City School District** app from the iOS App Store or Android Play Store and enable Notifications.