

OXFORD
ACADEMY
HIGH
SCHOOL



STUDENT AND PARENT
HANDBOOK

2020-2021

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FOREWORD

To the Oxford Academy High School Student:

This student-parent handbook has been prepared and presented to you by the Oxford Academy High School. By referencing it, many of the questions that you now have in mind or may have at a later date can be answered. Families who are new to this school will find this handbook helpful as you are now entering a phase in the educational process which in many respects may be different from any previous school experiences.

We hope that you will find your years in the Oxford Academy High School to be a rewarding and enriching period in your life. In addition to receiving a sound education, you will have the opportunity to grow socially, emotionally, and physically through participation in a variety of extracurricular pursuits. In all of your studies as well as your activities, you should strive to do the very best that you are capable of doing. Try to join or participate in one or more activity that suits your interests and abilities.

Parents and educators generally agree that one of the ultimate purposes of education is to help each student to become an effective citizen in a democracy. We believe that developing and accepting the responsibilities and obligations of good citizenship will help the students of today participate more successfully in the world of tomorrow. Toward this end, the curricula and activities of this school are collectively intended to help prepare you to live a fulfilling life in the complex society that awaits you upon graduation. But parents and teachers cannot accomplish such a goal for students alone. The administration, faculty, and staff of the Oxford Academy High School stand ready to work with your family and you in every way that we can. We hope that your years here at Oxford Academy High School will be rewarding and we look forward to the day when you walk proudly out of the door with a smile on your face and a diploma in your hand!

REGULAR BELL SCHEDULE:
2020-2021

BREAKFAST	7:45 -8:00
HOMEROOM	8:03-8:06
1ST PERIOD	8:09-8:49
2ND PERIOD	8:52-9:32
3RD PERIOD	9:35-10:15
4TH PERIOD	10:18-10:58
5th CLASS	11:01-11:41
5TH LUNCH	11:01-11:31
6TH CLASS	11:34-12:14
6TH LUNCH	11:44-12:14
7TH PERIOD	12:17-12:57
8TH PERIOD	1:00-1:40
9TH PERIOD	1:43-2:23
10TH PERIOD	2:26-3:06

ONE HOUR DELAY BELL SCHEDULE:
2020-2021

BREAKFAST	8:45 -9:00
HOMEROOM	9:03-9:06
1ST PERIOD	9:09-9:42
2ND PERIOD	9:45-10:18
3RD PERIOD	10:21-10:54
4TH PERIOD	10:57-11:30
5TH CLASS	11:33-12:06
5TH LUNCH	11:33-12:06
6TH CLASS	12:09-12:43
6TH LUNCH	12:09-12:43
7TH PERIOD	12:46-1:19
8TH PERIOD	1:21-1:54
9TH PERIOD	1:57-2:30
10TH PERIOD	2:33-3:06

TWO HOUR DELAY BELL SCHEDULE:

No Breakfast Served

HOMEROOM	9:45-9:48
1ST PERIOD	9:51-10:20
2ND PERIOD	10:23-10:52
3RD PERIOD	10:55-11:24
4TH PERIOD	11:27-11:56
5TH CLASS	11:59-12:28
5TH LUNCH	11:59-12:29
6TH CLASS	12:32-1:01
6TH LUNCH	12:31-1:01
7TH PERIOD	1:04-1:33
8TH PERIOD	1:36-2:04
9TH PERIOD	2:07-2:35
10TH PERIOD	2:38-3:06

MISSION STATEMENT



The mission of the Oxford Academy and Central School District is to develop self-directed learners who are able to make intelligent choices and contribute positively to society.

VISION STATEMENT

The Vision of the Oxford Academy and Central School District is to be a leader in achievement, one student at a time.

Belief Statements:

1. We believe all students can learn.
2. We believe in supporting and encouraging each student's individual ability to learn.
3. We believe a strong and open home-school-community relationship is critical to the success of each student.
4. We believe each student develops a positive self-image through successful, culturally diverse and varied experiences.
5. We believe teacher expectations have a direct impact on student achievement.
6. We believe all school personnel have an influence on the educational experience of each student.
7. We believe lifelong learning is valuable.

OXFORD ACADEMY "ALMA MATER"

Fair Oxford, Pride of all the valley, we come with our all to thee to mold our lives and build our hopes, as thou would have them be.

The lessons thou dost give us here will fit us well for life
in later years we'll still love and bless thee when in the great world's strife.

2020

Dear Oxford Academy Students and Parents:

Each year every family receives the Oxford Academy and Central School District High School Student-Parent Handbook. However, each year the publication is slightly different. This is due to updates and adjustments to various sections of the document.

The Student-Parent Handbook includes current school policies, rules, and regulations that continue to evolve and change over time. The handbook is designed to protect individual rights as well as provide an educational environment that is conducive to learning. We appreciate your cooperation by reading, reviewing, and discussing the various topics addressed in this handbook with your child/children.

Upon completing this review, please **sign the attached sheets within this handbook from pages 34, 36, 94 and return them to the high school main office.**

Sincerely,

Dawn A. Hover
Oxford Academy High School Principal

ANTI-DISCRIMINATION POLICY

The Oxford Academy School District does not discriminate in employment or in the education programs and activities for students which it operates on the basis of sex, race, color, creed, national origin, religion, age, marital status or disability in violation of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, 504 of the Rehabilitation Act of 1973, New York State Human Rights Law or Commissioner's Regulation.

ANTI-HARRASSMENT POLICY

It is the policy of the district that all employees and students have a right to work or study in an environment free of discrimination, which encompasses freedom from all manners of sexual harassment and bullying. The district strongly disapproves of sexual harassment or bullying of its employees or students in any form, and states that all employees as well as students at all levels of the district must avoid offensive or inappropriate sexual or sexually harassing or bullying behavior at school on school grounds, school functions, and on school transportation. The School District will be held responsible for ensuring that such workplace is free from sexual harassment or bullying. Specifically, the district prohibits the following:

- Unwelcome sexual advances; requests for sexual favors, whether or not accompanied by promises or threats with regard to the student-teacher, student-student or employment relationship
- other verbal or physical conduct of a sexual nature made to any employee or student that may threaten or insinuate either explicitly or implicitly that any person's submission to or rejection of sexual advances will in any way influence any decision regarding that person's employment, evaluation, wages, advancement, assigned duties, shifts, academic performance, or any other condition of employment, academic or career development
- any verbal or physical conduct that has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment.

Such conduct may result in disciplinary action up to and including dismissal or suspension upon instruction.

Other sexually harassing conduct in the workplace, whether physical or verbal, committed by supervisors or non-supervisory personnel or students are also prohibited. This behavior includes but is not limited to, commentary about an individual's body, sexually degrading words to describe an individual, offensive comments, off-color language or jokes, innuendoes, and sexually suggestive objects, books, magazines, photographs, cartoons or pictures.

Employees or students who have complaints of sexual harassment by anyone in the school environment, including any supervisors, co-employees, students, or visitors are urged to report such conduct to the compliance officer so that

the district may investigate and resolve the problem. If the complaint involves the compliance officer, or if the person for any reason is uncomfortable in dealing with the compliance officer, the employee or student may go to the Superintendent or a person appointed by the Superintendent to handle the complaint. In the case of any employee he/she may go to another supervisor, In the case of a student he/she may go to a teacher or administrator or counselor.

The district will endeavor to investigate all complaints as expeditiously and as professionally as possible. Where investigations confirm to the allegations, appropriate corrective action will be taken.

The district will endeavor to maintain the information provided to it in the complaint and investigation process as confidentially as possible, consistent with the laws of the State and, if applicable, the collective negotiations agreement.

There will be no retaliation against employees or students for reporting sexual harassment or bullying or assisting the district in the investigation of a complaint. However, if after investigating any complaint of harassment or unlawful discrimination, the district learns that the complaint is not in good faith or that an employee or student has provided false information regarding the complaint, disciplinary action may be taken against the individual who provided the false information.

The procedure to investigate any complaint shall be consistent with the Anti-Discrimination Policy.

The Compliance Officer for this Anti-Harassment Policy is Dawn Hover High School Principal and John Hillis, Superintendent.

DEFINITION OF BULLYING

“Bullying” is a form of harassment that consists of inappropriate and often persistent behavior including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs and or badgering of others.

Bullying occurs when someone purposely says or does mean or hurtful things to another person who has a hard time defending oneself or is in an otherwise vulnerable position.

Olweus District Bully Prevention Rules:

Rule 1: We will not bully others

Rule 2: We will try to help student who are bullied.

Rule 3: We will try to include students who are left out.

Rule 4: If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

REPORTING PROCEDURES

Students are to report any incidents of discrimination, harassment, bullying, cyber-bullying, hazing, or sexting by completing a “Harassment/Bullying Prevention Form”. These forms are located in the school library, the guidance office and in the building’s main office. Forms can also be accessed and completed online on the District’s homepage. Forms can be deposited into any specified drop boxes in the building or turned into the main office. Online forms can be e-mailed directly to the appropriate building administrator.

DIGNITY ACT COORDINATOR

The Board of Education has designated the following individual as the Dignity Act Coordinator who has been thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. This person will serve as a resource and be responsible for the oversight of investigatory procedures of all allegations of bullying. The Dignity Act Coordinator can be contacted at:

Ms. Dawn A. Hover
Principal
Oxford High School
50 South Washington Ave.
Oxford, NY 13830
(607)843-2025, Ext. 1128
dhover@oxac.org

STUDENT INFORMATION

Parents are notified that they have the following rights in relation to students' records in accordance with the Family Educational Rights and Privacy Act.

1. The right to inspect and review a student's education records.
2. The school district shall limit the disclosure of information contained in the student's education records except by prior written consent of the student's parents or an eligible student or as permitted by FERPA.
3. The right of a student's parents or an eligible student to seek to correct parts of the student's education records which he or she believes to be inaccurate, misleading or in violation of the student's rights. These rights include the right to a hearing to present evidence that the records should be changed if the district decides not to alter it according to parent's or eligible student's request.
4. The right of any person to file a complaint with the Department of Education if the school district violates FERPA.
5. If either a student's parent or an eligible student desires to obtain copies of the policy pertaining to student records, notification should be presented to the building principal.

You are further advised that you have the following rights:

- The right to inspect and review the student's education records;
- The right to exercise a limited control over the other people's access to the student's education records;
- The right to see and correct the student's education records, in a hearing if necessary.
- The right to report violations of the FERPA to the Department of Education; and
- The right to be informed about FERPA rights.

All rights and protections given to parents under the FERPA and this policy transfer to the student when he or she reaches age 18 or enrolls in a post-secondary school. The student then becomes an "eligible student."

Parents Bill of Rights Relating to Student Data

The District, in compliance with Education Law 2-d, provides the following:

Student Data means personal identifiable information from the student records of a District student.

1. Student data will not be sold or released for any commercial purpose;
2. Parents have the right to inspect and review the complete contents of their child's education record. Procedures for reviewing student records can be found in the Board Policy entitled: **#26 Policies and Procedures and Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information** – *Section 1 – Legally Mandated Policies*;
3. Security protocols regarding confidentiality of personally identifiable information are currently in place and the safeguards necessary to protect the confidentiality of student data are maintained at industry standards and best practices. The safeguards include, but are not limited to encryption, firewalls, and password protection. As required by Education Law §2-d(5), the National Institute for Standards and Technology Framework for Improving Critical Infrastructure Cybersecurity Version 1.1 (NIST Cybersecurity Framework or NIST CSF) is adopted as the standard for data security and privacy;
4. New York State maintains a complete list of all student data collected by the State and the data is available for public review at <http://www.p12.nysed.gov/irs/sirs/NYSEDDataElements2018.xlsx> or by writing to the Office of Information & Reporting Services, New York State Education Department, Room 863 EBA, 89 Washington Avenue, Albany, NY 12234;
5. Parents have the right to have complaints about possible breaches of student data addressed. Complaints should be directed to Records Access Officer, Joseph Gugino, Oxford Academy and Central School District, PO Box 192, Oxford, NY 13830;
6. This policy shall be published on the District's website.

REGENTS DIPLOMAS

Oxford High School offers students a wide range of programs from which to choose. A New York State Regents diploma guarantees to its holder that she/he has met the high standards established by the state. A Regents diploma requires that Regents Examinations be passed in English, Social Studies, Math, and Science, and that the necessary course requirements have been met. An Advanced Regents diploma requires that additional Regents exams be passed in Math (Geometry and Trigonometry), one in Science, and that an additional two credits be achieved in Spanish.

Students receiving a Regents diploma are also eligible to graduate with an Honors Diploma. Achieving an Honors Diploma means that the student has earned an average of at least 90 in the required Regents examinations for the diploma earned (Regents or Advanced Regents).

Advanced diploma with mastery in Math and/or Science means that those receiving the Advanced diploma have also attained an 85 or better on 3 math and/or science Regents examinations.

TECHNICAL ENDORSEMENT

Students enrolled in the Career and Technical Education (CTE) program can earn a Technical Endorsement to be affixed to their high school diploma by meeting the following requirements.

- Complete a minimum of 22 units of credit as set forth in Commissioner's Regulation 100.5.
- Pass five (5) required Regents examinations
- Successfully complete a 3-part technical (NOCTI) assessment (written, demonstration, project components)

DIPLOMA REQUIREMENTS

All students in the state of New York are required to meet certain standards in order to obtain a high school diploma. A summary of the requirements is listed on the following page. **HOWEVER, YOUR COUNSELOR IS THE BEST PERSON TO HELP YOU PLAN HOW YOU WILL MEET THESE REQUIREMENTS.**

All students are expected to pursue a course of study that will be both beneficial and challenging. The courses available to students are designed to prepare young people to take their place as full participants in a democratic society. We ask that students choose their program wisely keeping in mind that their current decisions can affect them the rest of their lives.

**GRADUATION REQUIREMENTS – AT LEAST 22 CREDITS and
THE FOLLOWING CORE COURSE REQUIREMENTS:**

4 UNITS OF ENGLISH

English 9

English 10

English 11

English 12

4 UNITS OF SOCIAL STUDIES

Global History and Geography I and II
(2 credits)

US History (1 credit)

Economics (.5 credit)

Government (.5 credit)

3 UNITS OF MATH

Usually a combination of:

Algebra Ia, Algebra 1b, Algebra, Geometry I, Geometry, Algebra II/ Trigonometry, Personal Finance

3 UNITS OF SCIENCE

Earth Science and Biology and one other class including:

Chemistry Physics Horticulture Anatomy Zoology/Animal Science

2 UNITS OF PHYSICAL EDUCATION (PE MUST BE TAKEN EVERY YEAR)

9TH 10TH 11th 12th (.5 credit each)

.5 unit in high school Health

1 unit in Art and/or Music

1 unit in Spanish

3.5 units of Electives

All Students will be required to successfully complete with a 65 or better the Comprehensive English Regents, one math regents (Algebra, Geometry or Trigonometry), the Global Studies Regents, U.S. History Regents and a Science Regents (Living Environment/Biology, Physical Environment/Earth Science, Chemistry or Physics) in order to graduate.

The local diploma option is no longer available to students unless the student has an Individualized Education Plan (IEP) in which case a local diploma will be awarded as all 5 of the above Regents exams are completed with a 55 or better. A local diploma may be awarded to students with an IEP with scores 45 or better in certain situations in Global, Science, or US History as per the safety net compensatory option.

All graduation requirements are subject to change by the New York State Education Department.

ADVANCED REGENTS DIPLOMA WILL BE AWARDED BY:

- Passing 2nd and 3rd math courses and corresponding Regents exams (geometry and Algebra II).
- Passing a 2nd science course and corresponding Regents exam.
- Taking 3 years of Spanish or completing 5 units in art or music or technology.

OTHER TESTING INFORMATION

All students are expected to be present for final exams (Regents and Local). In cases where students are ill on days of examinations, parents should contact the school as soon as they know their child will be ill. Arrangements may be able to be made to administer Regents and other Examinations at home or hospital.

Students enrolled in a course in which Regents Examinations are given are expected to take and pass the Regents Examination.

CHENANGO CAMPUS CAREER AND TECHNICAL EDUCATION CENTER

Chenango County's Career and Technical Education Center began operation in September 1967. The purpose of technical education is to prepare young adults for entry into employment areas requiring skillful use of hands and tools and an understanding of the properties of materials and principles of applied science.

The CTE (Career and Technical Education) courses supply skills and training to students who will graduate with actual craft experience to enter community life prepared to earn a livelihood.

Automobile body repair, automobile mechanics, building trades, child-related careers, conservation, cosmetology, computer systems operation, drafting, electronics, food services, health services, graphic arts, law enforcement, and metal machining are programs offered.

Students who go to the CTE center attend for half days only, beginning in their junior year. The program is arranged so that most first year students attend the Center in the morning and take the other required subjects in their school the afternoon. Second year students usually spend the morning in their local school, in the regular school program, and then attend the CTE center in the afternoon.

MINIMUM COURSE REQUIREMENTS

To be considered full-time, a student must take a minimum 6 credits. Any exception to this provision will be reviewed on a case by case basis by the Principal and Superintendent of Schools.

REPORTS TO PARENTS

Report cards are issued four times per year. This card includes a record of class marks as well as comments on individual habits and attitudes. Please see the district calendar for exact dates. During the year, report cards are mailed home. The last report card of the year will be mailed home to students in grades 9-11. Graduating senior report cards will be distributed at graduation rehearsal.

No grade below a 50 on a report card; this applies only to Marking Period one, or the first ten weeks. Teachers may include the comment "Actual grade below a 50" on the report card. Marking periods 2-4 will include actual, real-time grades.

No 63's or 64's for a marking period or a final average will be given; Five-week interim reports may display actual real-time grades, to include grades below a 50.

When the need arises, teachers will communicate with parents and the Guidance Department regarding the progress of the student. These reports may come at any time, but the report cards issued at 10-week intervals will be the usual avenue of communication.

Students and parents can see real-time grades in PowerSchool. Logins are provided each year and are available by request by contacting the Guidance Office.

HONOR ROLL

Students taking 6 or more credits will be eligible for Honor Roll. CTE Center courses count as one mark in calculating either high honor or honor roll. Any exception to this provision will be reviewed on a case by case basis by the Principal and Superintendent of Schools.

In addition, in order to be eligible, a student may not have dropped a course after two weeks into the semester, may not be failing any course in which he/she is enrolled, and may not have an incomplete in any subject for that marking period.

HIGH HONOR ROLL - 92.0* average and above

HONOR ROLL - 85.0* average and above

*No rounding is done.

HONOR ROLL, GPA, AND ACADEMIC “O” FORMULA

Averages are determined by weighting subjects in proportion to credits given for the course. A ½ credit course is counted once (examples: Chorus, PE, Economics), and a one-credit course is counted twice (examples: English 11, Algebra, Biology, Spanish III).

REQUIRED USE OF REGENTS EXAM POLICY

The Regents Examinations will be used as a final examination in one credit courses where a Regents Examination is offered and will be counted 1/5 of the final grade.

RETAKEING A REGENTS EXAM

All Regents exams will appear on a student’s permanent transcript.

MISSING A REGENTS EXAM

If a student misses a Regents exam due to extenuating circumstances or due to not completing a lab or writing requirement, the student will be offered an alternative final by the teacher that will be used in place of the Regents for the cumulative average. If a Regents exam is missed due to sickness, a doctor’s note will need to be provided.

RETAKEING A COURSE

If a student retakes a course, the higher course average will be counted in the cumulative average. However, all courses and grades will appear on the final transcript.

RANKING OF STUDENTS

Cumulative GPA and rank are computed prior to the beginning of a student’s senior year. Both are revised and finalized at the mid-year point of a student’s senior year. In ranking students, Regents diploma candidates with Advanced Distinction are placed ahead of Regents diploma candidates. Students who become part of the senior class after the initial rankings are computed, will be merged into the ranking list and share a rank if they are within the top ten so no students are displaced in the ranking.

DROP/ADD PERIOD

A student may not drop/add a class required for graduation. A student may drop/add an elective subject at any time during the first two weeks without a mark being entered on his permanent record card. After two weeks, requests to drop/add a course will require extenuating circumstances. For example, coursework is beyond the student's academic ability and/or circumstances outside the school setting are making it difficult to continue in the course. To initiate this request, the student must have:

- Initiated discussion with their classroom teacher and counselor
- Demonstrated that they have completed all coursework and sought additional help
- Request that their teacher complete the drop form

After the teacher contacts the parent/guardian regarding a course drop, the request will be forwarded to the building principal for review.

MAKE-UP WORK

Students who miss class for any reason including suspension have the responsibility to contact their teacher to make up work. All work must be made up within a reasonable time as determined by the teacher.

STUDENTS GRADE LEVEL

- Students must have a minimum of 5 credits to be considered a sophomore (grade 10).
- Students must have a minimum of 10 credits to be considered a junior (grade 11).
- In order to be considered a senior (grade 12), students must have 14 credits and/or be able to meet graduation requirements by June of that school year.

LETTER AWARD POLICY

1. The academic "O" award will be given for scholastic achievement.
2. Appropriate inserts and pins will be provided to distinguish the Academic "O" from the Athletic "O". The final year's average of 85 must be achieved to win an academic award.
3. To be eligible for an academic achievement "O", the student must earn a minimum of five credits during the school year.
4. Any senior working during the school day may receive a maximum of two (2) credits for the work experience upon completion of requirements set and agreed to by the parents, counselor, student, and high school principal.
5. A student will be ineligible for an Academic Achievement Award under the following conditions:
 - a. A failing final grade in any subject.
 - b. A loss of academic credit because of attendance.

SUMMER SCHOOL

To attend summer school, the student must have a class average of a 50 or more.

DCMO BOCES determines the courses offered and not all courses offered at Oxford Academy will be included in their course selections.

PROGRESS REPORTS AND REPORT CARDS 2020-2021

	week 5	week 10	week 15	week 20	week 25	week 30	week 35	week 40
End of marking Period	10/9/20	11/13/20	12/18/20	1/29/21	3/5/21	4/16/21	5/21/21	6/25/21
Progress Reports	10/16/20		12/23/20		3/12/21		5/28/21	
Report Cards		11/20/20		2/5/21		4/23/21		6/29/21

TESTS FOR COLLEGE BOUND STUDENTS

Scholastic Aptitude Tests (SAT) and Subject Tests

For SAT and Subject test information, dates, costs and for signing up, go to:

<http://salt.collegeboard.org/register>

For ACT test information, dates, cost and for signing up, go to:

<http://www.actstudent.org>

REGENTS DATES

To Be Determined-no dates are available at the time of this printing. 20-21 dates will be communicated to all students and parents once they are available.

LIBRARY/MEDIA CENTER

Books

- Library books may be borrowed from the library media center for a period of two (2) weeks by checking them out at the main desk.
- Should materials be needed for a longer period, they may be renewed twice, it being the student's responsibility to both renew what he/she needs as well as return them in timely fashion when finished.
- A student having received an overdue notice should go to the library media center as soon thereafter as possible and (1) return, (2) renew, or (3) otherwise account for the overdue item(s).
- Students will be expected to pay for all lost or damaged materials by the end of the school year.
- For students conducting unusual or extensive research, it is possible to obtain books from other area schools through the Interlibrary Loan arrangement which the library staff can assist you in doing.

Magazines

- The library media center maintains a storeroom of back issues of many of its more popular and useful periodicals, which are available to students for research purpose.
- In addition, eArticles are available in a variety of eFormats.
- Students must return or exit/log off from resources. Students are expected to pay for all lost/severely damaged materials by the end of the year.

Computers

- To assist students in completing projects, the library media center has a fully equipped lab which can be accessed via a pre-signed pass.

HIGH SCHOOL COUNSELING/GUIDANCE

1. Counseling
 - The school counselor will see all students at a minimum for crisis counseling, guidance curriculum, and individual academic/college planning as required. However, in some cases students may be referred or the student may self-refer themselves to the school counselor for individual or group counseling. If you as the parent or guardian do not wish to have your student meet with the school counselor (except for the required academic planning and crisis counseling listed above), contact the school counseling/guidance office.

2. Scheduling
 - In the spring, each student(s) will meet with the high school counselor to discuss and plan the individual's schedule for the upcoming year and develop their four-year academic/career plan. This may also be done in a group setting. Parents and guardians can always set up an appointment to meet with the counselor to discuss their student's four-year individual academic/career plan.

3. Military Recruiting
 - Military and college recruiters frequently visit the school to meet with students.

4. Financial Information
 - Through various printed materials, information is disseminated to students regarding scholarships, grants, and loans, which are available.
 - These documents include:
 - Financial Aid Night
 - Guidance Newsletter
 - District Newsletter articles
 - Students and parents need to contact their perspective college with specific financial aid questions and for assistance with the FAFSA and TAP applications.

5. College Application Process
 - Assistance is provided students in making a selection regarding which college(s) for which to apply by:
 - Maintaining computers in the guidance office for students and parents to utilize in the college search.
 - The guidance office facilitates the application process including SUNY application online, the common application online, and individual websites for online applications.

HEALTH OFFICE

Absence

- Each pupil who is absent is required to present a written excuse from a parent or guardian giving the date of the absence and the reason why it occurred.
- All excuses for absences in the high school are to be presented to the attendance person in the nurse's office.
- We ask that parents please phone the school nurse and let her know if a student is absent (at 843-2025, extension 3302).

Sign-Out Procedure

- Prior to leaving the building for an appointment, students must sign out in the nurse's office.
- Prior permission via a written request or phone call must have occurred prior to the sign-out time
- Truancy occurs when a student is sent to school, his/her parents expect him/her to be in school, and yet the individual does not attend school.
 1. A truancy will result in administrative action.
 2. Infractions of this type become a permanent part of a student's record.
 3. Repeated occurrences can result in legal action for students under 16.

Health Office Procedures:

- Special Health Needs
If your child has any special health needs or problems, please contact the school nurse. This information is kept confidential, and it can be very important to a successful experience in school.

MEDICATION IN SCHOOL

Every effort should be made to administer medication at home. However, if your physician feels that medication is necessary during the school day, then:

Medication must be brought to the school nurse by the parent or responsible adult and left with the school nurse. Such medication must be in an original prescription bottle: (1) labeled with student's name and (2) the exact dosage.

Students who require the use of inhalers need to complete a special form with the nurse in order to carry the medication with them.

Physician's written directions and parent's written permission are also required.

Students are at no time allowed to carry medication of any kind on their person or to take medication without supervision.

ACCIDENT IN SCHOOL

If an accident occurs in school, the parent will be notified immediately. An accident report will be completed and mailed to the home with instruction for parents. This insurance does not cover horseplay and is secondary to any other insurance, which the parent may carry.

SCHOOL PHYSICALS AND SCREENINGS

School policy is to provide annual physicals for students in grades UPK, K, 2, 4, 7 & 10 and also for those wishing to participate in sports, camp, or requesting working papers. Also, we do out of district students and college physicals and updates. This covers a majority of our students. NYS requires annual eyes and ears screenings and also recording of height and weight of all students. If your child receives their annual examination from a family physician, simply obtain a copy for their school records.

ILLNESS IN SCHOOL

If you are feeling ill, request a pass and permission to see the nurse.

ILLNESS OR INJURY DURING THE SCHOOL DAY

A student should first report to the teacher's class that will be missed and from there go to the nurse's office with a pass from the teacher.

Upon release from the Health Office, a pass back to class will be issued.

If the nurse is not available, then the student should report to the main office.

In addition, a student who is absent from school will not be allowed to attend extracurricular activities in the afternoon or evening unless authorized by the building principal.

EXTENDED ABSENCES

Home Instruction:

This is provided for students who have prolonged absences due to illness. It is considered “equivalent instruction” which means that the student is counted the same as being present in school.

Determination of the length of absence is the usual criterion for providing home instruction. Generally, a period of one (1) week’s absence qualifies a student for home instruction. If, however, it is known in advance that a student is going to be absent for an extended period, the home-tutoring can begin earlier.

In order to set up a home tutor, arrangements must be made through the school nurse and require:

A qualifying letter from the attending doctor certifying the effective date for the student to return to regular classes.

A letter from the student’s parent requesting home-instruction.

Students with an ongoing illness that will require missing school periodically may receive home instruction as soon as arrangement for tutoring can be made.

REQUESTING SCHOOL WORK

If a student is absent, he/she is responsible for the work missed in class on the day(s) out. If a student is out, a request may be made to the nurse’s office to have assignments collected. In order that the request to the teachers is done in timely fashion, the request should be made no later than 9:00 AM.

Teachers keep a daily attendance record on each student in their respective classes by period.

ATTENDANCE OFFICE

Attendance personnel in the nurse’s office keep the attendance for each student on a daily basis.

PARENTAL NOTIFICATION

Students and parents will be notified of absences during each reporting period via report cards issued each five (5) weeks.

In addition, a letter will notify parents of students who have accumulated excessive absences.

OXFORD ACADEMY HIGH SCHOOL OFFICE PROCEDURES

Students who are called to the office or have business that needs to be addressed should go to the counter and wait for assistance.

The main office and guidance office phones are not available for student use unless special permission is granted.

- Except in the case of extreme emergency, students will not be called to the office for telephone calls.
- A phone is available in the lobby for personal calls.

WORKING PAPERS

Students who are between the ages of 14-17 must have working papers in order to be legally employed in New York State. The necessary paperwork can be obtained in the high school office. Students are asked to anticipate their need for such in terms of turnaround time, particularly with regard to physicals. During the summer months a student would have to make his/her own arrangements to get this portion of the paperwork completed.

MISSING ARTICLES

If you are unable to account for personal items, report its loss immediately to the main office or nurse's office.

In order to guard against possible loss of personal items, please do not bring in large amounts of money or valuables to school.

Lock all valuables such as clothing, pocketbooks and wallets in your regular or gym locker, or give them to a staff member to secure.

The School District is NOT responsible for lost or stolen items.

BUILDING SECURITY

The outside doors vestibule area in the high school near the high school principal's office is considered to be the "main entrance" into the building.

- All other doors will be locked and closed at all times.
- At 5:00 p.m. daily, or at the conclusion of after school activities, all doors to the building will be closed and locked.
- Other doors should neither be left nor propped open as to do so compromises the integrity of building security.

EVACUATION DRILLS

Eight (8) evacuation drills must be held during the course of a school year. In addition, four (4) Lockdown drills must also take place. In addition to these drills, we may hold Shelter-in-Place (used to shelter students and staff inside the building), Hold-in-Place (used to limit movement of students and staff while dealing with short term emergencies in the building) and Lockout (used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school) as deemed necessary.

Emergency drills need to be taken seriously which means:

1. Being orderly and well-disciplined in departing from the building,
2. No unnecessary talking should take place so that directions can be heard.
3. No use of cell phones during drills.

ATTENDANCE POLICY

OXFORD ACADEMY AND CENTRAL SCHOOL **COMPREHENSIVE ATTENDANCE POLICY**

(a) Purpose. The purpose of this policy is to:

- (1) Ensure the maintenance of an adequate record verifying the attendance of all children at instruction in accordance with Education Law section 3205 and SAVE legislation;
- (2) Establish a practical mechanism for the district to account to the parents of all children enrolled in our schools for the whereabouts of such children throughout each school day; and
- (3) Ensure sufficient pupil attendance at all scheduled periods of actual instruction or supervised study activities to permit such pupils to succeed at meeting the State learning standards.

(b) Objectives. The objectives of this policy are:

- (1) To confirm that students are meeting compulsory attendance requirements;
- (2) To know the whereabouts of every student for safety and school management reasons;
- (3) To identify individual and group attendance patterns;
- (4) To provide data to develop interventions to help close the gap in student performance, given the high correlation between attendance and achievement; and
- (5) To determine the district's average daily attendance for State Aid purposes.

(c) Specific Strategies. The following strategies have been implemented as of July 1, 2003 in order to achieve the purpose of this policy:

- (1) An electronic record, henceforth referred to as the Register of Attendance, will be maintained for each student enrolled in district schools between July 1 and June 30 of each school year. Each individual record will include: student name; date of birth; full name(s) of parent(s) or person(s) in parental relation; address where the pupil resides; phone number(s) where the parent(s) or person(s) in parental relation may be contacted; date of the pupil's enrollment; a record of the pupil's attendance on each day of scheduled instruction, including period by period data, where applicable; a record of each

scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including water supply, shortage of fuel, weather conditions, destruction or damage to a school building, or such other cause as may be found satisfactory to the Commissioner; and the date when the pupil withdraws from enrollment or is dropped from enrollment in accordance with Education Law section 3202 (1-a).

- (2) For students in Universal Pre-Kindergarten through Sixth Grade, a classroom teacher, licensed teaching assistant, or school administrator in charge shall record such students' presence or absence at the beginning of the school day. This information will be forwarded to the individual designated by the Board of Education to supervise the keeping of the Register of Attendance for that building.
- (3) For students in grades Seven through Twelve, such students' presence or absence shall be recorded during each period of scheduled instruction or supervised activities, such as study hall or assembly, by the classroom teacher, licensed teaching assistant, or school administrator in charge. This information will be forwarded to the individual designated by the Board of Education to supervise the keeping of the Register of Attendance for that building.
- (4) For Universal Pre-Kindergarten through Twelfth Grade, students who arrive late for scheduled instruction will be recorded as tardy, and students who leave early will be recorded as early departure, by a classroom teacher, licensed teaching assistant, school administrator, or other school employee designated by a school administrator. This information will be forwarded to the individual designated by the Board of Education to supervise the keeping of the Register of Attendance for that building.
- (5) For those situations in which a student is recorded as absent, tardy, or early departure, whether that student's lack of attendance is considered excused or unexcused in accordance with the standards articulated in this policy shall be recorded by a classroom teacher, licensed teaching assistant, school administrator, or the individual designated by the Board of Education to supervise the keeping of the Register of Attendance for that building. This information shall be forwarded to the supervisor of the Register of Attendance.
- (6) In most instances, the attendance information forwarded to the supervisor of the Register of Attendance will be sent via the District's computer network utilizing a consistent attendance-monitoring software program. In situations involving substitute teachers, computer or networking errors, or loss of power, attendance information will be forwarded to the supervisor of the Register of Attendance in written form.

(7) All entries in the Register of Attendance shall be verified daily by the oath or affirmation of the person making those entries.

(8) The building principal for the purpose of initiating appropriate action to address unexcused pupil absence, tardiness, and early departure patterns shall review pupil attendance records. Each building Administrator is responsible for developing written procedure in support of this policy.

(9) The attendance policy will be included in student handbooks and will be reviewed with students at the start of each school year.

(10) Parents will receive a plain language summary of this policy by mail at the start of each school year.

(11) The District will provide a copy of the attendance policy and any amendments thereto to faculty and staff. New faculty and staff members will receive a copy upon their employment.

(12) Copies of this policy will also be made available to any community member upon request.

(d) Summary of Excused/Unexcused Absences, Tardiness, and Early Departures:

(1) Sample reasons given for absence, tardiness, or early departure:

<u>Excused</u>	<u>Unexcused</u>
Military obligations	None
Religious observance	Overslept
Medical/Dental appointment	Missed the bus
Personal illness	Family vacation
Illness or death in the family	Hunting/Fishing
Impassable roads	Unapproved employment
Weather conditions	Using the bathroom
Quarantine	Unapproved college visits
Required court appearance	Unapproved field trips
Approved work programs	Personal transportation issues
School-supplied transportation issues	Locker difficulties

Excused - Parallel Instruction

- Music lessons
- School-sponsored trips
- Leadership workshops
- College visitations/College rep. meetings
- Alternate educational programs
- Home tutoring
- In-school instruction
- Recruitment meetings
- Course selection/scheduled school meetings
- Class/school-wide assembly
- Religious education
- Related services (ex: counseling, occupational therapy)

- (2) All absences, tardiness, and early departures must be accounted for. It is the responsibility of the parent(s) or person(s) in parental relation to the student to notify the appropriate school office within at least 24 hours of the absence, tardiness, or early departure and to provide a written excuse upon the student's return to school. Prior parental notice is required for early dismissal.
- (3) For excuses provided that do not match any of the categories in section "d1" above, and for those that cannot be supported as true or for which evidence exists that suggests the excuse is false, the building principal shall determine whether to consider the absence, tardiness, or early departure excused or unexcused.
- (4) The District will use a coding system for information recorded in the Register of Attendance. Specific abbreviations and symbols (see attached) will be used to represent absences, tardiness, and early departures, the various reasons given for non-attendance, and for whether the reasons provided are considered excused, unexcused, or pending determination.

(e) Minimum Attendance Requirements for Grades 9-12 and for High School Courses Offered to Students Through 8th Grade:

Because High School learning is often highly sequential, and class discussions and lab experiences are hard to duplicate, students who are not in attendance for class are at a serious disadvantage. In support of this concern, the following policy will be adhered to for students at both the home school and BOCES:

- (1) To obtain full credit for a course, a student may not miss more than 15% of the scheduled classes for that course. Absences in excess of 15% may result in a loss of credit for the course.

- (2) The maximum number of absences permitted before credit may be lost:
 - a. Full Year Course = 28 Class Sessions
 - b. Alternate Day or 10 Week Course = 14 Class Sessions
 - c. Lab Science Course = 34 Class Sessions
- (3) For those students who enroll in the District after the first day of an academic semester, the minimum seat time requirement will be prorated. No student may miss more than 15% of the total number of days enrolled with the district during that semester. For example, if a student was enrolled at Oxford High School for all of September, moved elsewhere for the months of October and November, then returned for December and January, the student would not be allowed to miss more than 15% of the number of 1st semester school days for which that student was enrolled in the months of September, December, and January.
- (4) All absences, tardiness, and early departures from class for greater than 10 minutes will count toward the maximum number of allowable absences, as enumerated above, except those considered to be Parallel Instruction.
- (5) Parent(s) or person(s) in parental relation to a child whose absences exceed the number allowable to earn course credit will receive written notification stating the course(s) for which course credit may be denied. Interventions to be employed prior to course credit denial are stated in this policy in the following sections: (c) (8)-(10); (e) (6); and (f)-(h). Those students, parents, or persons in parental relation who wish to challenge a decision made to deny course credit might make an appeal to the building principal.
- (6) Students who miss a class will be afforded an opportunity to make up work or time missed in accordance with the following procedures:
 - a. All work must be made up by the end of the 5-week marking period during which it is assigned.
 - b. The only exception to item "a" above is if a student's absence(s) occur during the week before the ending of a marking period. In this situation, an incomplete may be given which permits the individual the traditional two (2) week grace period to make up work.
 - c. Time that has been missed may be made up by a student's attendance at an after-school make up session arranged through the principal's office or some other instruction approved by the principal in consultation with the classroom teacher. Physical Education classes may be made up during a student's Study Hall following guidelines established by the Physical Education teacher and approved by the building

principal. For all courses, no make-up sessions will be offered after the last regular day of classes before Regents week.

- d. Appropriate make up sessions will result in a deduction of an absence from the total absences for the particular class made up. For example, an 80-minute class period can be made up by attending a one hour, after school, make up session.
 - e. Tutoring During Extended Absences:
In circumstances where the absence of any student enrolled in Universal Pre-Kindergarten through grade 12 to be in excess of one week due to a diagnosed, long-term illness or other medical condition that warrants an excused absence, the District will initiate home-tutoring or other Instruction approved by the Building Principal in consultation with the classroom teacher. Home-tutoring is considered a make-up activity under make-up activity under the “Minimum Attendance Requirements for Grades 9 – 12”.
 - f. Attendance-Related Incentives, Sanctions, and Interventions:
The District will design and implement systems to acknowledge a student’s efforts to maintain or improve the attendance. For example:
 - a. Address school attendance by adapting the curriculum to include efforts to link present learning to future careers and increases student ownership in learning.
 - b. Students who are eligible for a certificate of employment as a minor to work past 10:00 p.m. on a school night will be issued this certificate, upon their request, as long as they meet the minimum attendance requirements for their grade level.
 - c. An attendance honor roll shall identify those students with perfect attendance as well as those students whose attendance has improved significantly, subject to parental consent and applicable confidentiality laws and regulations.
 - d. Determining Student of the Month will involve, among other considerations, a review of student attendance.
 - e. Perfect Attendance Certificates (for less than 4 total absences) will be issued at the end of each school year.
- (1) The district will design and implement sanctions to be employed to discourage unexcused pupil absences, tardiness, and early departures.
- For example:
- a. A student may be denied participation in extracurricular activities if he/she misses that day of instruction.

- b. The school may withdraw or refuse to reissue a certificate of satisfactory academic standing for a 16-17-year-old student to work beyond 10:00 pm before a school day as a result of poor attendance.
- c. If a student is absent 20 consecutive days, he/she will be dropped from school unless they are still of compulsory age.
- d. In School Instruction
- e. PINS Petition

(g) Parent Notification of Absences, Tardiness, and Early Departures:
 For enrolled pupils, the pupil's parent(s) or person in parental relation shall be notified of the pupil's excused and unexcused absence(s), tardiness, or early departure according to the following:

(1) Where a pupil has not been marked as present for scheduled instruction and the school has not been previously notified of the absence, the district shall attempt to contact the pupil's parent(s) or person(s) in parental relation to learn the nature of the pupil's absence and notify the parent of the pupil's non-presence;

(2) For a pattern (as established by each building administration) of absences, tardies, early departures, or any combination thereof, the pupil's parent(s) or person(s) in parental relation shall receive a notice containing the dates, times, and nature of the pupil's non-presence.

Annual Policy Review:

The Board shall annually review building level student attendance records and, if such records show a significant decline in student attendance, the Board shall make any revisions to the comprehensive Attendance Policy deemed necessary to improve student attendance.

REIMBURSEMENT

Reimbursement guidelines for monies pre-paid toward participation in an extracurricular activity function shall be defined by the responsible organization.

Whenever possible, pre-paid money shall be reimbursed.

DANCE REGULATIONS

Dances sponsored by Oxford Academy and Central High School classes and organizations are open to high school students only and the following rules must be observed:

1. Guests are subject to approval by building principals. * **No one 21 or older may attend the dances.**
2. High School dances are for high school students only; unless specifically indicated otherwise, Middle School students may not attend.
3. Any person may be refused admission or be asked to leave the dance due to improper dress or behavior. The principal, parents, and/or local police will deal with evidence that a student has been drinking alcoholic beverages or is under the influence of drugs.
4. Inappropriate displays of public affection will not be tolerated.
5. Students absent from school during the day are not permitted to be in attendance at dances that evening. Students absent on the last day of the week are also not allowed to attend dances on the day following their absence.
6. Students on suspension are not permitted to attend dances during their suspension. If a student is suspended a second time, he/she will not be allowed to attend for a period of 10 school days.
7. The school will remain open for fifteen minutes after the dance for students to arrange for transportation home. All students will be expected to leave the school grounds within fifteen minutes after the dance.
8. All general rules and regulations of the school apply to school dances (i.e. the school code of conduct is in effect at all school sponsored events.)
9. Spectators at major school sponsored dances, such as Junior Prom and Homecoming, may be charged an admission price.
10. Student admission ends one hour after the beginning of the dance. Students with special concerns such as work may enter late with prior arrangements with the chaperone.

FUNDRAISING

1. Student organizations are often involved in fund raising projects during the school year. The purpose of all fundraising efforts must be for the benefit of the students involved or charities approved by Student Government and the organization raising the funds.
A calendar is maintained in the high school office. Student organizations and booster clubs must receive approval to fundraise. Without prior approval, fundraising will not be allowed.
2. Each organization raising funds must have a recognized governance organization consisting of at least an advisor, president, vice-president and secretary-treasurer. A Purchase order must be completed by the treasurer and advisor to authorize any expenditures and fund-raising efforts.
3. Sales in the community shall be limited to no more than two (2) weeks. Students involved in handling of monies collected and their advisors must closely supervise distribution of merchandise. All sales of school organizations shall be coordinated so

- that only one (1) organization may sell in the community at one time.
4. Sales by student organizations are allowed during school hours and during campus activities. These sales are not limited but do need the approval of the advisor and school principal.
 5. **Raffles** in which prizes are given to winners among persons buying a chance **are not allowed** by student organizations.
 6. Sales by out-of-school organizations will not be allowed in school during regular school hours.

POSTERS

Advisors and the office will approve posters and their placement before display of them is made to the public. Posters, both in school and in town, must be collected as soon as the event, which they announce, has concluded. At all times posters must be neat, of good taste and design, and grammatically correct.

ATHLETIC EVENTS

1. All general rules and regulations of the school apply to athletic events.
2. We expect good sportsmanship from our students at all times.
3. Any person may be refused admission or be asked to leave the event due to improper dress or behavior. Evidence that a student has been drinking alcoholic beverages or is under the influence of drugs will be dealt with by contacting the principal, parents, and/or police.
4. Once a student leaves the school building during events held in the school, he/she will not be allowed to re-enter unless given specific permission from a faculty member prior to the student's leaving.
5. Students absent from school are also not allowed to attend athletic events the same day they are absent. Students absent the last day of the school week are also not allowed to attend athletic events on the day following their absence.
6. During the winter season, students will not be admitted after halftime of the varsity event. Students may make specific arrangements with the Athletic Director if they have extenuating circumstances such as work.

Oxford School District Mobile Device User Agreement

Student: _____

I understand and agree to all of the terms and conditions in the Oxford Student Mobile Device User Agreement.

I understand and will abide by the above Mobile Device User Agreement. I further understand that should I commit any violation, my access privileges may be revoked and school disciplinary action will be taken.

User's Full Name: _____

User's Signature: _____

Date: _____

Parent or Guardian - Please check one box

I understand the terms and conditions of the Oxford Student Mobile Device User Agreement. I will support my child in upholding them.

I understand and agree to all of the terms and conditions in the Oxford Student Mobile Device User Agreement.

My child is allowed to bring his or her mobile devices home.

My child may only use mobile devices during the school day. My child will not be allowed to bring a mobile device home.

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

Parent or Guardian's Signature: _____

Date: _____



Oxford Academy Mobile Device Protection Plan

OXFORD ACADEMY & CENTRAL SCHOOL DISTRICT

Oxford Academy Mobile Device Plan

Oxford Academy & Central School recognizes that with the implementation of the 1:1 Mobile Device initiative there is a need to protect the investment by both the District and the student/parent. This document outlines options for protection of the Mobile Device against damage and loss. In addition, each device is covered under a manufacturer's warranty for 1 year that covers the normal operation of the device to ensure that it functions properly.

**PROGRAM/FEE
COVERAGE**

- *\$40.00 non-refundable fee per school year.
- *Repair of school issued Mobile Device.

**EFFECTIVE
COVERAGE/EXPIRATION DATES**

- * Effective Date: Based on the receipt of signed agreement.
- * Expiration Date: Last day of school for the current School year or date of transfer.

COVERAGE

- * Accidental Damage: Pays for accidental damage caused by liquid spills, drops or any other unintentional event.

EXCLUSIONS

- * Dishonest, Fraudulent, Intentional, Negligent or Criminal Acts: Will not pay if damage or
- *Loss occurs in conjunction with a dishonest, fraudulent, intentional, negligent or criminal act.
- *The student/parent will be responsible for the full amount of the repair/replacement.
- *Consumables: Case and charger.
- *Cosmetic: Damage that does not affect the functionality of the device. This includes, but is
- *Not limited to, scratches dents and broken plastic parts or port covers.
- *"Jailbreaking" or otherwise voiding the manufacturer's warranty by altering the software.

ANNUAL DEDUCTIBLE PER CLAIM*

CLAIM	DAMAGE/REPAIREDUCTIBLE
1ST	\$25.00
2ND	\$50.00
3RD	\$100

* The deductible/claim is structured annually. Claims from a previous school year are not used to determine the deductible for the current policy year. If a student withdraws/transfers from Oxford Academy & Central School for any reason, this insurance agreement becomes null and void on that date. There are no refunds once this agreement becomes active on the date the Mobile Device is issued. Devices not returned within 7 days of withdrawal will be reported as stolen.



Oxford Academy Mobile Device Protection Plan

Name of Insured Student(s): _____

Grade Level(s): _____

Parent/Guardian Name: _____

Mailing Address: _____

Home Phone: _____

E-Mail Address: _____

Oxford Academy & Central School District Mobile Device Accidental Protection Plan (Please check one)

I choose to pay Oxford Academy \$40 per student for coverage of **theft, loss** or **accidental damage** to the Mobile Device. (The total fee for two or more children in the same Household is \$80.00.) I have read and understand the deductible requirements

I choose to cover the Mobile Device under my own insurance policy. I understand that I am responsible for the cost to repair/replace the Mobile Device in the event of damage, theft or loss. (Please note: most insurance policies only provide "in home" coverage. Please consult your insurance agent for details about your personal coverage of the Mobile Device prior to selecting this option.)

I choose to not carry insurance on my student's school issued Mobile Device. I understand that I am responsible for all costs associated with the repair/replacement of the Mobile Device in the event of damage, loss or theft.

Current repair costs vary based on model but currently range from \$110 - \$170 for cracked screens.

STUDENT NAME:

SIGNATURE:

DATE:

PARENT NAME:

SIGNATURE:

DATE:

AUTOMOBILE RULES AND REGULATIONS

- A. Regulations
1. Students must register their automobiles.
 2. Students may only park in areas designated for student parking.
 3. Speeding will result in a loss of the parking lot privilege.
 4. Illegal Parking or leaving without permission will result first in a warning and subsequently by a loss of the parking lot privilege.
 5. Cars parked illegally MAY BE TOWED (at owner's expense) at the discretion of the building principal.
 6. Parking privileges are subject to revocation at any time.
- B. Enacted for the protection of the entire student body, students who use cars for transportation to and from school are expected to comply with the reasonable regulations as follows:
1. Students are not to go to the parking lot area or cars unless special permission is granted.
 2. Students are not to use cars for errands during school time unless given special permission by the principal or superintendent.
 3. Students may not drive to BOCES without first having obtained the proper permission.
 4. The Board reserves the right to revoke the above policy or refuse any student the permission to drive.
 5. Students may not transport other students during the school day.
 6. Students may not ride in vehicles driven by other students during the school day unless prior permission has been granted.
 7. Once a car is driven onto school property, it may not be driven off until the student leaves for the day. Exceptions to this rule must be by a written request from the parent or guardian.

BUS TRANSPORTATION

- A. Bus Safety
1. All safe bus riders are responsible to:
 - a. Listen and obey the driver
 - b. Respect other students
 - c. Respect school property
- B. Disciplinary Actions
1. Students who do not obey the above stated rules while on, boarding, or leaving the bus will be subject to the corrective procedures and consequences as follows:

a. Level I Misbehavior

- 1) Problem: demonstration of annoying behavior which violated bus rules of conduct and good citizenship thus endangering the safety of passengers and driver.
- 2) Resolution: will be handled primarily by the driver with support from the building principal when the misbehavior is repeated.

b. Level II Misbehavior

- 1) Problem: insubordinate behavior that constitutes the safety of all passengers and the driver.
- 2) Resolution: will be dealt with by the respective building principals with parental contact and involvement.

c. Level III Misbehavior

- 1) Problem: insubordinate behavior that constitutes an immediate threat to the safety of all passengers and the driver.
- 2) Resolution: due to its severity it will be handled by the respective building principal and will result in a suspension of transportation privileges during which time it is expected parent(s) and student will work to bring corrective measures to bear on the solving of the problem

2. In general, students should keep in mind that the bus is considered to be an extension of the classroom, and, therefore, misconduct on the bus will be subject to the same disciplinary measures as would occur in and around the school building.

Reminders

- a. For safety and health reasons, no eating or drinking is allowed on buses.
- b. Glass containers, plants, animals or long, pointed objects are not to be brought on buses.
- c. No object may be brought on a bus that is too large for a student to store on his/her lap including book bags and duffels.

All students should be at their stops at least 5 minutes prior to the arrival of the bus. Following the first few weeks of the beginning of school, the bus should arrive at a regular time; unless extenuating circumstances should result, i.e., weather, accident, substitute bus driver, etc.

- d. While at bus stops, students should remain orderly, stay at least 15 feet from the bus until the bus stops, door opens and the driver signals you to enter the bus. If you must cross the road, please wait until the bus stops, red lights come on, and the driver signals you to cross. Please remain at least 10 feet in front of the bus when crossing.

- e. Nothing should be hanging from backpacks and coats that might get caught when boarding or un-boarding the bus. These items need to be either tucked in or cut off. Students will not be allowed to ride the bus with these items attached. Please remember that riding the school bus is a privilege not a right as noted in policy #5320.

C. Bus Video Safety Program

1. All Oxford buses have video camera boxes mounted in the bus.
2. Cameras placed in the boxes are capable of videotaping the bus's interior.
3. Video monitoring takes place on a daily basis.
4. The purpose of the program is to allow drivers to focus their attention on the task of driving with the cameras assisting by monitoring student behavior.
5. The program thereby shifts some of the responsibility for safety and accountability for behavior to the student that in turn makes for a more secure and enjoyable ride for all passengers.

D. Special Bus Trips

1. All students attending any school-sponsored activity must ride to and from the event in school provided transportation.
2. Allowable Exceptions
 - a. Arrangements must be made in advance with the building principal if there is to be an alternative transportation request.
 - b. In addition, parental note to the building principal outlining the reason for the request must be presented for consideration no later than the morning of the day that the event is scheduled to occur.
 - c. Under no circumstances will students be allowed to ride in private transportation to and/or from an event with anyone but a designated adult.
 - d. The faculty member(s) in charge of the student going to or participating in the event will be taking attendance on the buses both at the start of the trip and prior to returning so that students must be sure to be present when the roll is taken.
 - e. Field trips require a permission slip from parents.
 - f. The same rules and exceptions that govern student behavior in school also are in effect and apply to those participating in any kind of bus trip.

E. Special Bus Permits

1. Regular Bus

a. Students are expected to ride to and from school only on the vehicle to which they are assigned.

b. Walkers will not be allowed to take bus transportation.

However, in an emergency situation, the building principal in response to a parental request may give special permission. Drivers will not honor such requests unless they receive written permission from the principal.

F. CTE Center Bus

1. Students enrolled in educational programs at the BOCES CTE Center or a satellite program elsewhere in Norwich are expected to ride to and from BOCES on the bus provided by the Oxford Academy & Central School District.

a. Departure from Oxford Academy High School

1. AM - 8:15

2. PM - 12:00

2. Students are not permitted to:

a. ride in their own vehicles to and from BOCES classes unless BOCES, their parent(s), and Oxford's principal have granted permission.

b. transport other students to and from BOCES classes, New Visions, or work assignments.

c. Ride in vehicles driven by other students.

3. Misbehavior

a. Students' misconduct while on the BOCES bus will be administered the same as if the misbehavior had occurred in school at Oxford.

b. Student misconduct while at BOCES, in addition to any action taken by BOCES administrators, will be reviewed at Oxford and appropriate disciplinary action taken as if the misbehavior had occurred at Oxford.

4. Leaving School Grounds

Bus students may not leave school grounds after unloading at the high school in the morning. BOCES students, when returning from the Tech Center at lunch, must come directly into the building. BOCES students returning in the afternoon must report directly to the cafeteria, unless they are walking or driving home, in which case they may leave.

Every student is eligible for one free breakfast and one free lunch each day. Extra food may be purchased provided the student either has cash in hand or money on his/her lunch account. No charging will be allowed.

CAFETERIA

1. Behavior

- a. Keep your place in line and wait patiently as it moves forward.
- b. Cutting in front of others is unacceptable.
- c. After reading the menu, make your food selection as quickly as possible to keep the lines moving.
- d. Have your money ready and bill(s) unfolded.
- e. Remain seated while eating your meal.
- f. When talking, show courtesy to others by keeping your voice low.
- g. Food should not be thrown or tossed at any time for any reason.
- h. When finished eating, please return your tray to dish window promptly.
- i. Pick up any debris from your lunch or the wrappings that might have fallen on the table or floor.
- j. When departing, leave the cafeteria in an orderly fashion.
- k. Respect the posted rules of the allergy-free table.

2. Discipline

- a. Students who violate the rules of appropriate cafeteria behavior may be requested to remain after and assist in cleaning up the area once the lunch period has ended.
- b. In addition, inappropriate behavior demonstrated in the cafeteria will be subject to the normal range of discipline as outlined in the “Student Behavior” section of the handbook.

3. During Lunch Hour

Students may go to the following areas at lunch time given they sign out in the cafeteria and sign in at the specific destination:

- Cafeteria
- Teacher’s room if a pass is provided by the teacher

4. Food and drink are to be consumed in the cafeteria only. Water bottles are allowed in classrooms.

ELECTRONIC DEVICES AND CELLULAR PHONES

Students can carry their cell phones during the school day but it must be placed in a cell-phone holder at the beginning of each period. Students have the ability to use cell phones during lunch and between classes only. Within the classroom setting, use of technology will be at the teacher's discretion. Teachers may ask students to place their device on their desk or in a container for the class period. If electronic devices become a problem, they will be confiscated and possibly given to the principal. If this becomes a constant problem, there will be a meeting with the building principal, parent, and student.

LOCKERS

All lockers, locks, and/or other storage spaces are the exclusive property of the OXFORD ACADEMY AND CENTRAL SCHOOLS and students should have no expectation of privacy in these areas.

*School personnel or law enforcement agencies may search these lockers at any time.

*Students are provided lockers to store school related materials.

*Lockers are locked only to maintain privacy between the students and to maintain ownership of property. The school is not responsible for loss or theft of property from lockers. Locker combinations should be kept confidential. Problems should be reported to the main office.

TEXTBOOKS AND FINES

The school furnishes textbooks for all students. These books must be returned in good condition at the end of the course. In the event of unreasonable condition at the end of the course or in the event of unreasonable wear, a charge will be made. Any student having a theft during the school year must report the theft immediately to the teacher and the principal. Failure to report this will result in payment for replacing the textbook.

All textbooks must be turned in or paid for at the time of the final examination or Regents. Any and all unpaid student debts such as unpaid cafeteria charges or unreturned sporting equipment, outstanding textbook fines will be added to the individuals' obligations which must be paid in full before graduation, or the student may not be allowed to participate in the graduation ceremony.

FOOD AND DRINK

Food and drink are NOT permitted in the auditorium or gym at any time.

Food and drink are permitted in classrooms with permission from the classroom teacher.

POSSESSION OF CONTRABAND

No student shall possess on school property any illegal object listed though not limited to the following:

1. Any weapons such as firearms, switchblades or knives, smoke or stink bombs, explosive substances or devices, water pistol, or any object that would endanger the health, safety, and welfare of others.
2. Fireworks and firecrackers are not allowed and will incur the same penalties as the items listed above.
3. Possession of any object that is considered illegal by the Penal Law of New York State.
4. No student shall possess any object that may be considered dangerous by a member of the Oxford school staff. Students who violate the regulations will be subject to the disciplinary action as per the range of discipline listed in this handbook.
5. No student shall possess any object that may be considered disruptive to the educational process.

STANDARD OF CONDUCT REGARDING ILLICIT DRUGS and ALCOHOL

The following notice is hereby given to students and parents in accordance With the Drug-Free Schools & Communities Act Amendments of 989, Public Law 101-226.

Compliance with the Standards of Conduct contained in this notice is mandatory.

Statement to the Students:

The use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

Standards of Conduct:

The unlawful possession, use or distribution of illicit drugs and the possession, use or distribution of alcohol by students on school premises or as a part of any of the activities of the school is prohibited. The range of penalties which may be imposed for a violation of the Standards of Conduct is as follows:

Verbal warning, Written warning; Written notification to parent; Counseling; Probation; Reprimand; Detention; Suspension from transportation; Suspension from athletic participation; Suspension from social or extracurricular activities; Suspension of other privileges; Exclusion from a particular class; In-school suspension; Involuntary transfer, Suspension; Expulsion, as well as Referral for prosecution.

The building principal or Superintendent shall determine this type of extent of punishment. Such disciplinary measures shall be appropriate to the seriousness of the offense and, where applicable, to the previous disciplinary record of the student. Any suspension from attendance upon instruction may be imposed only in accordance with Education Law 3214 (3).

Drug and Alcohol Counseling, Rehabilitation and Re-Entry Programs:

The following drug and alcohol counseling, rehabilitation and re-entry programs are available to students:

1. Drug & Alcohol Counseling in Cooperation with Chenango County Drug & Alcohol Program
2. Guidance Counseling Program (K-12)
3. Health Ed. Program
4. Special Assembly Program (2/yr.) (E.g. Athletes Against Drug & Alcohol Abuse)
5. Lions Quest (grade 6)
6. HUGS (grade 4)
7. Growing Healthy (grade 4)
8. McGruff – in cooperation with Chenango County Sheriff's Dept. (grade 5)
9. Health Curriculum (grade 7)

Reference to Student Code of Conduct:

This notice is given in conjunction with the Student Code of Conduct that has been previously adopted by the Board of Education. The Code prohibits, among other things, the following:

- The use, possession, sale or gift of any drug or controlled substance, including marijuana, or any instruments for the use of such drugs, controlled substance or marijuana, such as a pipe, syringe or other paraphernalia, while on school premises (including building or grounds) or on a bus going to or from a school function or school-sponsored function. Excepted is any drug taken in accordance with a current prescription signed by a physician that is to be taken by that particular student at the time in question.
- Being under the influence of an alcoholic beverage, drinking an alcoholic beverage or being in possession of an alcoholic beverage on school premises (including buildings or grounds) or on a bus going to or from a school function or a school-sponsored function. Alcoholic beverages shall mean and include alcohol, spirits, liquor, wine, beer and cider having alcoholic content.

The Standards of Conduct set forth in this notice shall be considered part of the Student Code of Conduct and these standards shall be construed in harmony with each other.

NO SMOKING POLICY

There shall be no smoking, vaping or juuling or nicotine use in the Oxford Academy and Central Schools buildings, school grounds, or in any personal vehicle used to transport children or school personnel.

FALSE ALARMS AND BOMB SCARES

Such thoughtlessness endangers the safety of the entire school community in the building.

Both are punishable as school offenses if the perpetrator is a student civilly regardless of whom the individual is.

CLOSED CAMPUS POLICY

Students are to remain in the school building from 8:03 a.m. until 3:06 p.m. with the following exceptions:

1. Supervised **class activity** (P.E., Science Project, Field Trip, Work Experience, BOCES, etc.)
2. Students may leave campus for legitimate appointments with written permission from the parent or guardian.

Students may leave campus with special permission granted by the Principal and with the permission of the parent/guardian.

STUDY HALL RULES

1. Students are to remain in assigned seats.
2. Pre-signed passes to the Media Center, or another teacher:
 - The student must have the pass completely filled out.
 - Give passes to the teacher at the beginning of the block.
 - After attendance, when teacher signs student's pass, student has to be sure to sign out on the sheet on the teacher's desk with the destination and time included.
3. Media Center
 - Students must obtain permission from the media center before school or at lunchtime to go to the Media Center. These passes must be presented to the study hall teacher at the start of the period.
 - Students must come directly to the Media Center.
 - Students must bring all needed material with them to the Media Center.
4. Guidance and Nurse
 - Study Hall Teachers may issue passes to these areas. However, students must return to the study hall with the original pass with time of arrival and time back to study hall before the end of the period.

5. Sign Outs:

- Only one person will be excused at a time. Use the sign out sheet and get the hall pass or the bathroom pass.
- Each person may leave only once during the block with a four-minute time limit.
- Students are not allowed to go to the cafeteria.
- Students are expected to bring their work with them, come prepared.
- Abuse of the sign out will result in the loss of the privilege.

6. Basic Rules:

- Study halls must remain quiet. Students shall bring work with them to keep busy.
- No games or card playing.
- No music.
- No cell phones.

TRESPASSING AFTER HOURS

Unless attending a school activity, students may not be on school property after 10:00 p.m. Violators will be prosecuted for trespassing.

OXFORD ACADEMY SAFETY RULES AND CONTRACT FOR HIGH SCHOOL LABORATORY SCIENCE CLASSES

The following represents the Oxford science department's laboratory safety contract. It is the responsibility of the students and parents/guardians to read and understand this contract. All parties acknowledge that failure to comply with these rules may result in removal from the class. No student may participate in the laboratory exercises until the student signs this contract.

The student agrees to the following:

1. Safety goggles/glasses must be worn when: working with solutions, working with glassware, using chemicals, chipping and/or grinding rocks, or in any situation in which a possibility of splattering, explosion or breakage exists; or when the teacher instructs you to do so.
2. Students will follow all verbal and written directions given with each laboratory exercise.
3. Unauthorized experiments, work and preparations are not allowed. Do only the experiments assigned and, in the manner, prescribed.
4. Food, drinks, tobacco products, gum and candy are not allowed in the classroom.
5. Do not taste or touch laboratory materials. If instructed to smell a chemical, do so by carefully fanning the top of the test tube or bottle so that a little of the vapor is directed towards your nose. **Treat every chemical or lab material as if it were hazardous!**

6. No chemicals or other laboratory supplies are ever to be removed from the laboratory.
7. Horseplay, pranks and other acts of mischief are strictly forbidden and may result in removal from class.
8. Notify your instructor immediately of any injury, breakage, spill, fire or explosion.
9. Know the locations and proper use of fire alarms, fire extinguishers, chemical fume hoods, safety showers and emergency eyewashes.
10. Students shall not wear contact lenses in the lab.
11. Direct test tubes and possible projectiles away from all people.
12. Never leave an ongoing experiment unattended.
13. Always know the hazards, the physical and chemical properties of the materials used.
Verify all materials before using. Some chemical formulas differ by only a letter or a number.
14. Use caution when heating glassware. Hot glassware looks the same as cool glassware.
15. Students should never enter a stock room unless supervised.
16. Students should plan and dress appropriately for laboratory periods. We recommend clothing that covers arms, legs and torso. Students should avoid high heels and open toed shoes, baggy clothing, as well as dangling jewelry. Long hair or loose clothing should be restrained. While lab coats or aprons may be provided, they are no substitute for proper attire.

A violation of any of the rules stated herein will be treated as a violation of the student discipline code of the Oxford Academy & Central School District. A violation of these rules subjects the violator to the full range of penalties including suspension set out in the student discipline code of our district.

Oxford Academy & Central School



CODE OF CONDUCT

Approved: 7/5/17

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Subject: Code of Conduct

I. Introduction

The Oxford Academy and Central School District’s Board of Education (“board”) is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

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

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

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

II. Definitions

For purposes of this code, the following definitions apply.

“Disruptive student” means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom or interferes with a bus driver’s ability to safely operate a school bus.

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

“Employee” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title 9-B of Article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such persons involve direct student contact (Education Law §11[4] and 1125[3]).

“School property” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus (Education Law §11[1]).

“School Bus” means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).

“School function” means any school-sponsored extra-curricular event or activity (Education Law §11[2]).

“Violent student” means a student under the age of 21 who:

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

“Weapon” means a firearm as defined in 18 USC Section 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, pocketknife, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray, or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

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

the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).

“Harassment” means the creation of a hostile environment by conduct, with or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; the harassing behavior may be based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation or gender (identity or expression) (Education Law §11[7]).

“Sexual orientation” means actual or perceived heterosexuality, homosexuality or bisexuality (Education Law §11[5]).

“Gender” means actual or perceived sex and shall include a person’s gender identity or expression (Education Law §11[6]).

“Hazing” is a form of harassment, which involves committing an act against a student or coercing a student into committing an act that creates a risk of or causes emotional, physical, psychological harm to a person, in order for the student to be initiated or affiliated with a student or other organization, or for any other purpose. Consent or acquiescence is no defense to hazing: i.e., the implied or expressed consent of a person or persons to hazing shall not be a defense to discipline under this policy.

“Bullying” is a form of harassment that consists of inappropriate and often persistent behavior including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs and or badgering of others.

Bullying occurs when someone purposely says or does mean or hurtful things to another person who has a hard time defending oneself or is in an otherwise vulnerable position.

“Cyber-bullying” refers to any harassment/bullying, on or off school property, which occurs via the internet, cell phones or other electronic devices.

“Sexting” refers to an act of sending sexually explicit photos, images, text messages, or e-mails by using a cell phone or other electronic device.

III. Dignity Act Coordinators

At least one employee (building principal) in every school shall be designated as a Dignity Act Coordinator and instructed in the provisions of this subdivision and thoroughly trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.

1. The designation of each Dignity Act Coordinator shall be approved by the Oxford Academy and Central School District Board of Education.
2. The name(s) and contact information for the Dignity Act Coordinator(s) shall be shared with all school personnel, students, and persons in parental relation, which shall include, but is not limited to, providing the name, designated school and contact information of each Dignity Act Coordinator by:
 - a. Listing such information in the Code of Conduct and updates posted on the Internet web site of the Oxford Academy and Central School District.
 - b. Including such information in the plain language summary of the Code of Conduct provided to all persons in parental relation to students before the beginning of each school year, pursuant to 8 NYCRR 100.2(I)(2)(iii)(b)(3);
 - c. Include such information in at least one district or school mailing per school year to parents and persons of parental relation and, if such information changes, in at least one subsequent district or school mailing as soon as practicable thereafter;
 - d. Posting such information in highly-visible areas of school buildings; and
 - e. Making such information available at the district and school-level administrative offices.
3. In the event a Dignity Act Coordinator vacates his or her position, another school employee shall be immediately designated for an interim appointment as Coordinator, pending approval of a successor Coordinator by the applicable governing body as set forth in subparagraph (i) of this paragraph within 30 days of the date the position was vacated. In the event a Coordinator is unable to perform the duties of his or her position for an extended period of time, another school employee shall be immediately designated for an interim appointment as Coordinator, pending return of the previous Coordinator to his or her duties as Coordinator.

IV. Dignity for All Training

Commencing in the 2012-13 school year and continuing in each school year thereafter, the following Dignity for All school employee training program regulations are to be implement in effort to promote a positive school environment

that is free from discrimination and harassment and to discourage and respond to incidents of discrimination and/or harassment on school property or at a school function.

1. Training is to be conducted for all instructional and non-instructional employees of the Oxford Academy and Central School District.
2. Training is to raise awareness and sensitivity to potential acts of discrimination or harassment directed at students by students or school employees on school property or at school functions; including by not limited to, discrimination or harassment based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex.
3. Training is to raise awareness and sensitivity to potential acts of discrimination and harassment through cyberbullying/texting.
4. Training is to enable employees to prevent and respond to incidents of discrimination and harassment.
5. Training is to include guidelines relating to the development of nondiscriminatory instructional and counseling methods.
6. Training is to be conducted as needed and may be implemented and conducted in conjunction with existing professional development.

V. Students Rights and Responsibilities

A. Student Bill of Rights

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

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

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and property.

2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress according to the Code of Conduct for school and school functions.
10. Accept responsibility for their actions.
11. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.
12. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor and sportsmanship.

VI. Essential Partners

A. Parents

All parents are expected to:

1. Recognize that the education of their children is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences and dismissals are legally excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the district.
9. Build good relationships with all school personnel, other parents and their children's friends.

10. Help their children deal effectively with peer pressure.
11. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.

B. Cafeteria Staff

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
2. Create and maintain a kitchen/dining area that is clean and safe.
3. Provide a selection of food that will encourage the students to eat a healthy and nutritious meal.
4. Encourage students to conduct themselves in such a manner that will produce an atmosphere that is appropriate for dining.
5. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
6. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
7. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

C. Transportation/Custodial Staff

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
2. Provide a clean and healthy environment for the entire school community in all buildings, buses and on school property.
3. Maintain and promote safety in all areas of their jurisdiction.
4. Inform supervisors and/or administrators of any area of concern that might jeopardize the health and safety of any student or staff member.
5. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

6. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
7. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment

D. Support Staff

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
2. Assist in maintaining a climate that is conducive to teaching and learning.
3. Provide support and assistance to the staff that will enable them to do their job more efficiently and effectively.
4. Provide support and assistance to the students that will enable them to obtain the maximum benefits from their educational program.
5. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
6. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
7. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

E. Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan

6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

F. School Counselors/Social Workers/Psychologists

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
2. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
3. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
4. Regularly review with students their educational progress and career plans.
5. Provide information to assist students with career planning.
6. Encourage students to benefit from the curriculum and extracurricular programs.
7. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

G. Building Level Administrators

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.

2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
3. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
4. Evaluate on a regular basis all instructional programs.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
8. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

H. District Level Administrators

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
3. Review with other administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
4. Inform the board about educational trends relating to student discipline.
5. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
6. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
8. Work with other administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

I. Board of Education

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to

develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.

2. 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.
3. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

VII. Student Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

All students are expected to dress appropriately for school and school functions.

A student's dress and appearance shall:

- Be safe, appropriate and not disrupt or interfere with the educational process.
- Recognize that extremely brief garments including but not limited to short shorts, tube tops, net tops, plunging necklines (front and/or back) and see-through garments will not be tolerated.
- Ensure that under-garments are completely covered with outer clothing.
- Require footwear at all times which must be appropriate for student activities.
- Exclude headwear in the building except for a medical or religious purpose.
- Exclude "dog" neck and wrist collars.
- Exclude items that are vulgar, obscene, and libelous or denigrate others on account of race, color, weight, age, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and/or gender identity.
- Exclude any garment that endorses the use of alcohol, tobacco or illegal drugs and/or encourages violence.
- Exclude the wearing of long coats.
- Exclude sleepwear and blankets.

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

Students who violate the student dress code shall be required to modify their

appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

Exceptions may be made for school sanctioned events such as spirit week, etc.

VIII. Prohibited Student Conduct

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

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

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

A. Prohibited Conduct

A student may be subject to disciplinary action when he/she behaves in a manner which is:

1. Disorderly, that is:
 - a. Fighting, assaulting or behaving violently,
 - b. Threatening another with bodily harm,
 - c. Harassment, bullying, or intimidating students or school personnel (see also Anti-Bullying/Harassment, Hazing and Sexual Harassment policies),
 - d. Making unreasonable noise,
 - e. Being untruthful with school personnel or making false reports,
 - f. Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, iPads, software, or internet/intranet account; accessing inappropriate websites; evading the District's content filter, using an outside wireless network or proxy server,

- g. Unauthorized use of personal electronic devices/equipment such as, but not limited to: video/audio players & recorders, tablets, e-reader, lap tops, remote controls, electronic games, smartwatches, cellular phones, and other personal electronic devices deemed inappropriate by the administration,
 - h. Obstructing vehicular or pedestrian traffic,
 - i. Driving recklessly,
 - j. Creating a hazardous or physically offensive condition by an act which serves no legitimate purpose,
 - k. Loitering or trespassing,
 - l. Being present on or entering into any school property, function or vehicle without authorization,
 - m. Disrupts or is reasonably likely to disrupt the educational process or school operations; or is
 - n. Leaving school grounds without a legal excuse.
2. Insubordinate, that is, failing to comply with the lawful directions of teachers, school administrators or other school employees in charge of the student; bus drivers, bus monitors and bus aides, law enforcement officers or engages in any of the following forms of academic misconduct:
- a. Tardiness
 - b. Missing or leaving school or class without permission or excuse,
 - c. Cheating, plagiarism, copyright/trademark violations or assisting another in such conduct,
 - d. Violation of the Board of Education policy on Student Publications, and Use of Computer and Information Technology Policy.
 - e. Improperly altering documents or records or assisting another in such conduct.
3. Endangers the safety, health, morals, or welfare of themselves or others by any act, including but not limited to:
- a. Fighting, assaulting or behaving violently, threatening another with bodily harm,
 - b. Harassment or illegal discrimination, which includes the use of race, color, weight, creed, national origin, ethnic group, religion, religious practice, sex, gender, sexual orientation or disability as a basis for treating another in a negative manner. (Reference policies on Sexual Harassment, Anti-Bullying, Hazing)
 - c. Bullying
 - d. Cyber-bullying
 - e. Sexting
 - f. Making unreasonable noise,
 - g. Possession, use, distribution, transfer or sale of tobacco or tobacco products, alcohol, drugs or other controlled substances, drug paraphernalia, vape pens, vaporizers, or synthetic cannabinoid products including but not limited to incense herbal mixture potpourri,

- h. Possession, use, or sale of weapons, fireworks, or other dangerous or prohibited objects or contraband. Dangerous objects include, but are not limited to: guns, starter pistols, knives of any kind (including all types of pocket knives), razors, box cutters, clubs, metal knuckles, nun chucks, Kung Fu stars, explosives, and any instrument, article or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used, is readily capable of causing death or other serious physical injury. Any object that resembles a dangerous object (such as a fake gun) will be considered a prohibited object.,
 - i. Using obscene, profane, lewd, vulgar or abusive language or behavior,
 - j. Possession, sale, distribution, transfer or use of lewd or obscene materials
 - k. Gambling,
 - l. Hazing,
 - m. Extortion,
 - n. Theft,
 - o. Vandalism, willfully defacing, damaging or destroying school property or vehicles used by entities under contract with the district to provide services for the district. Willfully defacing, vandalizing, damaging or destroying the property of others on school premises, at school functions or on school buses under contract to the district, or misuse of school information technology (see Use of Computer and Information Technology policy) or other school property.
4. Engages in conduct that violates Board's rules and regulations for the maintenance of public order on school property in Section XV below or Federal, State or local laws.

Off campus & non-school day misconduct - Students may be disciplined for violations of school district policies and the Code of Conduct when there is a connection to or impact, effect on school students, personnel, activities, functions or property.

Examples of misconduct include but are not limited to: cyber-bullying, sexting, threatening or harassing students or school personnel through the use of electronic devices.

IX. Reporting Violations

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, bus driver, the building principal or his or her designee. Any student aware of a potentially dangerous activity, including but not limited to, a student possessing a weapon, explosive, alcohol or illegal substance on school

property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent.

If time in reporting is not an immediate concern, a student who is concerned about a possible violent action may use the confidential reporting toll free phone line. This phone line is not for reporting an immediate threat; such calls should be made to 911. The toll free confidential line is for concerns about potential violent or dangerous actions. The toll-free line number is 1-866-5355599 and rings into an answering machine at Troop C of the New York State Police.

All district staff that is authorized to impose disciplinary sanctions is expected to do so in a prompt, fair and lawful manner. District staff that is not authorized to impose disciplinary sanctions is expected to promptly report violations of the Code of Conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

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

All students are expected to promptly report instances of bullying (verbal, physical, cyberbullying), harassment, discrimination or hazing on school property or at a school function immediately to proper school personnel.

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

X. Disciplinary Penalties, Procedures and Referrals

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

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

consider the following:

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

Depending on the nature of the violation, it is the Board's desire that student discipline be progressive, i.e., a student's first violation may merit a lighter penalty than subsequent violations. It is also the Board's desire that staff take into account all other relevant factors in determining an appropriate penalty. The following penalties may be imposed either alone or in combination. Based upon the circumstances, it is at the discretion of school staff to determine the penalty warranted by a particular violation.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior caused by or had a direct and substantial relationship to the disability or if the conduct was a direct result of the district's failure to implement the IEP.

A. Penalties

Students who are found to have violated the district's Code of Conduct may be subject to the following penalties, either alone or in combination.

1. Oral warning
2. Written warning
3. Time out
4. Oral and written notification to parent
5. Detention
6. Suspension from transportation
7. Suspension from athletic participation
8. Suspension from social or extracurricular activities
9. Suspension of other privileges
10. In-school suspension or exclusion from a particular class
11. Removal from classroom by teacher or principal
12. Short-term (five days or less) suspension from school
13. Long-term (more than five days) suspension from school
14. Permanent suspension from school

B. Disciplinary and Remedial Consequences

The district emphasizes the creation and maintenance of a positive learning environment for all students. Measured, balanced, and age-appropriate responses to the discrimination and harassment of students by students and/or employees on school property, including school functions, with remedies and procedures focusing on intervention and education is needed to maintain the desired learning climate.

Remedial responses which may be utilized include:

1. Peer support groups; corrective instruction or other relevant learning or service experience;
2. Supportive intervention;
3. Behavioral assessment or evaluation;
4. Behavioral management plans, with benchmarks that are closely monitored;
5. Student counseling and parent conferences.

Beyond these individual-focused remedial responses, school-wide or environmental remediation can be an important tool to prevent discrimination and harassment.

Environmental remediation strategies may include:

1. Supervisory systems which empower school staff with prevention and intervention tools to address incidents of bullying and harassment;
2. School and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
3. Adoption of research-based, systemic harassment prevention programs;
4. Modification of schedules;
5. Adjustment in hallway traffic and other student routes of travel;
6. Targeted use of monitors;
7. Staff professional development;
8. Parent conferences;
9. Involvement of parent-teacher organizations; and
10. Peer support groups.
11. Structured Study Hall

C. Procedures

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

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

1. Detention

Teachers, principals and the superintendent may use detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

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

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

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

4. In-school suspension

The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in "in-school suspension." The in-school suspension teacher will be a certified teacher.

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

5. Teacher disciplinary removal of disruptive students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. Such practices may include, but are not limited to:

1. Short-term "time out" in an elementary classroom or in an administrator's office;
2. Sending a student into the hallway briefly;
3. Sending a student to the principal's office for the remainder of the class time only; or
4. Sending a student to a counselor or other district staff member for counseling. Time-honored classroom management techniques do not constitute disciplinary removals for purposes of this code.

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

A classroom teacher may remove a disruptive student from class for up to five days. The removal from class applies to the class of the removing teacher only. The student should be remanded to the principal's office, unless otherwise directed.

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

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

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

Within 24 hours after the student's removal, the principal or another district

administrator designated by the principal must notify the student's parents by telephone, followed by a letter stating 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 notification must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to insure receipt of the notice within 24 hours of the student's removal.

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

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

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

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

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

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

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

Removal of a student with a disability, under certain circumstances may constitute a change in the student's placement. Accordingly, no teacher may remove a student

with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

6. *Suspension from school*

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

The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals. Any staff member can recommend to the Superintendent or 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 referrals shall be made in writing unless the conditions underlying the referral warrant immediate attention. In such cases, a written report is to be prepared as soon as possible by the staff member making the referral.

The superintendent or principal, upon receiving a 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.

Short-term (5 days or less) suspension from school

When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law Section 3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parent or legal guardian in writing at the last known address of the parents that the student will be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension. Where possible, notice should be provided by telephone if the District has been provided with a telephone number for the purpose of contacting the parent or legal guardian.

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

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

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within 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 superintendents' decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

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

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

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

An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 20 business days of the date of the superintendent's decision, unless the parents can show extraordinary circumstances precluding 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.

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.

Procedure after suspension

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

D. Minimum Periods of Suspension

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 a least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law Section 3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:

- a. The student's age.
- b. The student's grade in school.
- c. The student's prior disciplinary record.
- d. The superintendent's belief that other forms of discipline may be more effective.
- e. Input from parents, teachers and/or others.
- f. 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 superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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 Section 3214(3-a) and this code on four or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student’s 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 superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis.

In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

E. Referrals

1. Counseling
The Guidance Office shall handle all referrals of students to counseling.
2. PINS diversion and PINS Petitions
The district may file a PINS diversion and PINS (Person In Need of Supervision) petitions in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:
 - a. Being habitually truant and not attending school as required by part one in Article 65 of the Education Law.
 - b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
 - c. Knowingly and unlawfully possesses marijuana in violation of Penal Law Section 221.05. A single violation of Section 221.05 will be a sufficient basis for filing a PINS petition.
3. Juvenile Delinquents and Juvenile Offenders –

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

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

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

XI. Alternative Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law Section 3214, the district will take immediate steps to provide alternative means of instruction for the student.

XII. Discipline of Students with Disabilities

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

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

Definitions

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

1. *Behavioral intervention plan (BIP)* means a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why

the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.

2. *Controlled substance* means a drug or other substance abuse identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).
3. *Disciplinary change in placement* means a suspension or removal from a student's current educational placement that is either:
 - a. For more than 10 consecutive school days; or
 - b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another.
4. *Illegal drug* means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional, or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of federal law.
5. *Interim alternative educational setting (IAES)* means a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. An IAES must allow a student to continue to receive educational services that enable him or her to continue to participate in the general curriculum and progress toward meeting the goals set out in the student's individualized education program; as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.
6. *Manifestation review* means a review of the relationship between the student's disability and the behavior subject to disciplinary action required when the disciplinary action results in a disciplinary change of placement, and conducted in accordance with requirements set forth later in this policy.
7. *Manifestation team* means a district representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the committee on special education as determined by the parent and the district.

8. *Removal* means a removal of a student with a disability for disciplinary reasons from his or her current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.
9. *School day* means any day, including a partial day, that students are in attendance at school for instructional purposes.
10. *Serious bodily injury* means bodily injury which involves a substantial risk of death, extreme physical pain, protracted obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
11. *Student presumed to have a disability for discipline purposes* means a student who, under the conditions set forth later in this policy, the district is deemed to have had knowledge was a student with a disability before the behavior that precipitated the disciplinary action.
12. *Suspension* means a suspension pursuant to §3214 of New York’s Education Law.
13. *Weapon* means the same as the term “dangerous weapon” under 18 USC §930(g)(2) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except a pocket knife with a blade of less than two and one-half inches in length.

Authority of School Personnel to Suspend or Remove Students with Disabilities

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

The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed ten consecutive school days inclusive of any period in which the student has been suspended or removed for the same behavior pursuant to the above paragraph, if the Superintendent determines that the student’s behavior warrants the suspension. The Superintendent also may order additional suspensions of not more than ten consecutive school days in the same school year for separate incidents of misconduct, as long as the suspensions do not constitute a disciplinary change of placement.

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the student’s behavior was not

a manifestation of the student's disability. In such an instance, the Superintendent may discipline the student in the same manner and for the same duration as a non-disabled student.

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

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

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

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

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

the hearing will be dismissed, unless the behavior involved concerned weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.

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

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

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

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

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

Parental Notification of a Disciplinary Change of Placement

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

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

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

Manifestation Review

A review of the relationship between a student's disability and the behavior subject

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

1. The Superintendent to change the placement of a student to an IAES;
2. An impartial hearing officer to place a student in an IAES; or
3. The Board, the Superintendent, or Building Principal to impose a suspension that constitutes a disciplinary change in placement.

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

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

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

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

1. Have the committee on special education conduct a functional behavioral assessment of the student and implement a behavioral intervention plan, unless the district had already done so prior to the behavior that resulted in the disciplinary change of placement occurred. However, if the student already has a behavioral intervention plan, the CSE will review the plan and its implementation, and modify it as necessary to address the behavior.
2. Return the student to the placement from which he or she was removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and the district agree to a change in placement as part of the modification of the behavioral intervention plan.

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

Services for Students with Disabilities during Periods of Suspension or Removal

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

1. During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the district will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as non-disabled students of the same age would if similarly suspended.
2. During subsequent suspensions or removals of up to 10 school days that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the district will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement.

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

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

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

Students Presumed to Have a Disability for Discipline Purposes

The parent of a student who is facing disciplinary action but who was not identified as a student with a disability at the time of misconduct has the right to invoke any of the protections set forth in this policy in accordance with applicable law and

regulations, if the district is deemed to have had knowledge that the student was a student with a disability before the behavior precipitating disciplinary action occurred and the student is therefore a student presumed to have a disability for discipline purposes.

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

1. The student's parent expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
2. The student's parent has requested an evaluation of the student; or
3. A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the district's director of special education or other supervisory personnel.

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

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

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

Expedited Due Process Hearings

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

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

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

When an expedited due process hearing has been requested because of a disciplinary change in placement, a manifestation determination, or because the district believes that maintaining the student in the current placement is likely to result in injury to the student or others, the student will remain in the IAES pending the decision of the impartial hearing officer or until the expiration of the period of removal, whichever occurs first unless the student's parent and the district agree otherwise.

Referral to Law Enforcement and Judicial Authorities

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

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.

However, in situations where alternative procedures and methods that do not

involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

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

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

XIV. Student Searches and Interrogations

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

Lockers (even if the student owns the lock), desks, cubbyholes, etc., are the property of the school and subject to inspection *without cause*, at any time, *without notice or the student's or parent's permission or presence*. Students should take this policy into account when deciding whether to store personal belongings in such places.

In addition, the board authorizes the superintendent, building principals, the school nurse and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district Code of Conduct.

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

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission

against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Searches of student's persons includes any search that involves physical contact with the student's body, including clothing worn by the student, or the requirement that the student remove clothing, with the exception of outer garments such as coats, jackets, sweatshirts, sweaters, vests, etc., removal of clothing shall be limited to removal of socks and shoes and articles of clothing that will not expose the student's undergarments and private areas. These searches also include, but are not limited to pat-down searches, hand held metal detectors, alcohol sensing equipment, and the sniffing of a student by police search dogs.

Searches of the student's person should be performed or witnessed by at least one school employee who is the same gender as the student searched.

These searches will only be undertaken if the school superintendent, building principal, assistant/associate principal or other administrator is present and if the administrator has reasonable grounds for suspecting that the search will uncover evidence that the student has violated or is violating the law or the rules of the school.

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

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

A. Documentation of Searches

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

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

10. Disposition of items found.
11. Time, manner and results of parental notification.

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

B. Police Involvement in Searches and Interrogations of Students

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

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.
4. When the search is of a person placed under arrest and the search is incidental to arrest as normal police procedures require.
5. The interview is that of a witness, rather than a suspect.

Under most circumstances, before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent or legal guardian to give the parent or legal guardian of the student the opportunity to be present during the police questioning or search. If the student's parent or legal guardian cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted, in most circumstances. It is understood that certain circumstances require immediate action be taken by law enforcement and in such cases, if a parent or legal guardian cannot be contacted, the building principal or designee or superintendent may deem it necessary to proceed with the law enforcement task. The principal or designee or superintendent will also be present during any police questioning or search of a student on school property or at a school function, with the possible exception of a search conducted incidental to arrest. It is further understood that certain events may take place where criminal acts are being committed and there is danger of physical injury to others as a result of these actions and law enforcement must be allowed to act unimpeded to stop the acts being committed. Further, law enforcement officials observing criminal acts taking place shall be able to operate as they normally would in any other location.

When police have properly entered the school and desire to interview students in the school, the students must be afforded the same rights they have outside the school. The police will inform them (students) of those rights.

C. 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 directly to building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school district official of the opposite sex.

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

XV. Visitors to the Schools

Parents and other citizens of the District are encouraged to visit the schools to better understand the process of education.

In order to avoid disruption of the educational process, visitors are expected to comply with this policy, and other applicable District policies.

All visitors must report to the school office or other designated individual to request a visitor’s pass to be allowed further access to the building unless previously invited to a classroom or assembly program.

Members of the School District staff will treat parents and other members of the

public with respect and expect the same in return. The District must keep schools and administrative offices free from disruptions and prevent unauthorized persons from entering school/district grounds.

Accordingly, this policy promotes mutual respect, civility, and orderly conduct among the District employees, parents, and the public. We do not intend this policy to deprive any persons of his or her right to freedom of expression. Rather, we seek to maintain, to the extent possible and reasonable, a safe, productive and harassment-free environment for our students and staff. In the interest of presenting teachers and other employees as positive role models, we encourage positive communication and discourage volatile, hostile, or aggressive actions. This District seeks public cooperation with this endeavor.

1. **Disruptive Individual Must Leave School Grounds.**

Any individual who disrupts or threatens to disrupt school/office operations/events, threatens the health and safety of students or staff, willfully causes property damage, uses loud and/or offensive language that could provoke a violent reaction, or who has otherwise established a continued pattern of unauthorized entry on School District property, will be directed by the school's principal or other person in charge to leave school, School District property, or event promptly. If the person does not comply it will be considered a trespass and law enforcement authorities will be called. Future access to school property or events may be restricted.

2. **Directions to Staff in Dealing with Abusive Individual.**

If any member of the public uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely warn the speaker to communicate civilly and that a failure to do so could result in a request to leave or end the contact. If the individual does not stop the abusive behavior, the District employee will verbally notify the individual that the meeting, conference, or telephone conversation is terminated. If the individual is on District premises or at a District event, the administrator, custodian or other person in charge, may request the abusive individual to leave promptly or law enforcement authorities will be called.

3. **Provide Policy and Report Incident.**

When a staff member determines that a member of the public is in the process of violating the provisions of this policy, the staff member should direct the person to the building administrator, or other school official in charge, who should provide a written copy of this policy at the time of occurrence.

The staff member will provide a written report of the incident to his or her supervisor.

This policy should be posted in each school building main entrance area, main office and other conspicuous places.

XVI. Public Conduct on School Property

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

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

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

A. Prohibited Conduct

No person, either singly or in concert with others, shall:

1. Willfully cause physical injury to any other person, or threaten to do so for the purpose of compelling or inducing such other person to refrain from any act which he has a lawful right to do, or do any act which he has a lawful right not to do.
2. Physically restrain or detain any other person, or remove such person from any place where he is authorized to remain.
3. Willfully damage or destroy property of the district or of the school personnel or students, or remove or use such property without authorization.
4. Without permission, express or implied, enter into any private office of an administrative officer, faculty member or staff member.
5. Other than student, employee or Board member, enter a classroom or the building beyond the administrative office without written permission of the superintendent or his designee.
6. Enter upon and remain in any building or facility for any purpose other than for authorized uses, or in such manner as to obstruct its authorized use by others.

7. Without authorization, remain in any building or facility after it is normally closed.
8. Refuse to leave any building or facility after being requested to do so by an authorized administrator.
9. Deliberately disrupt or prevent the peaceful and orderly conduct of classes, school programs, school activities, lectures and meetings, or deliberately interfere with any person who desires to express his views, including invited speakers.
10. Have in his possession upon any premises to which these rules apply, any knife, shotgun, pistol, revolver, or other firearm or weapon without the written authorization of the superintendent, whether or not a license to possess the same has been issued to such person.
11. Smoke tobacco, possess, consume or exchange or be under the influence of alcoholic beverages, drugs or narcotics on school properties.
12. Distribute or post any written material, pamphlet or poster without the prior written approval of the superintendent.
13. Urge or incite others to commit any of the acts herein prohibited.
14. Violate the traffic laws, regulations or other restrictions on vehicles.
15. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

B. Penalties

A person who shall violate any of the provisions of these rules shall:

1. If he is a licensee or invitee, have his authorization to remain upon the district property withdrawn, and shall be directed to leave the premises. In the event of his failure or refusal to do so, he shall be subject to ejection and arrest.
2. If he is a trespasser or visitor without specific license or invitation, be subject to ejection and arrest.
3. If he is a student, be subject to suspension or such lesser disciplinary action as the facts of the case may warrant.
4. If he is a faculty member, be guilty of misconduct and be subject to dismissal or termination of his employment or such lesser disciplinary action as the facts may warrant, including suspension without pay or censure.
5. If he is a staff member entitled to the benefits of Civil Service Law Section 75, be guilty of misconduct and subject to the penalties prescribed in said section.
6. If he is a staff member, not entitled to the benefits of Civil Service Law Section 75, be guilty of misconduct and be subject to dismissal or termination of his employment or such lesser disciplinary action as the facts may warrant, including suspension without pay or censure.

C. Procedure

In case of a violation of this section:

1. The superintendent, building principal or designee shall inform any licensee or invitee, who shall violate any provision of these rules, that his license or invitation is withdrawn and shall direct him to leave the district grounds. In the event of his failure or refusal to do so, the superintendent or designee shall cause his ejection from such property.
2. In the case of any other violator who is neither a student nor faculty nor other staff member, the superintendent or designee shall inform the violator that he is not authorized to remain on the property of the district, and direct him to leave such premises. In the event of his failure or refusal to do so, the superintendent or designee shall cause his ejection from such property. Nothing in this subdivision shall be construed to authorize the presence of any such person at any time prior to such violation, or to affect his liability to prosecution for trespassing or loitering as prescribed in the Penal Law.
3. In the case of a student, charges for violation of any of these rules shall be presented and shall be heard and determined in the manner provided in Section 3214(3) of the Education Law.
4. In the case of a faculty member having tenure, charges for misconduct and violation of these rules shall be made, heard and determined in accordance with Section 3020-a of the Education Law.
5. In the case of a faculty member not having tenure, the superintendent will attend to the violation as agreed upon within the terms of the collective bargaining agreement.
6. In the case of any staff member who holds a position in the classified Civil Service as described in Section 75 of the Civil Service Law or is covered by Section 75 of the Civil Service Law, charges of misconduct for violation of any of these rules shall be made, heard and determined as prescribed in that section.
7. In the case of any staff member who does not hold a position in the classified Civil Service and is not covered by the provisions of Section 75 of the Civil Service Law, the superintendent attend to the violation as agreed upon within the terms of the collective bargaining agreement.

D. Enforcement Program

The responsibility for enforcement is as follows:

1. The superintendent shall be responsible for the enforcement of these rules, and he shall designate other administrative officers who are authorized, including but not limited to building principals, to take action in accordance with such rules when required or appropriate.
2. The superintendent or designee may apply to the public authorities for any aid which he deems necessary in causing the ejection of any violator

of these rules, and he may request the school attorney to apply to any court of appropriate jurisdiction for an injunction to restrain the violation or threatened violation of these rules.

3. The superintendent or his designee shall be promptly notified each time civil authorities are called on for this purpose by the person requesting assistance.

E. Application of Rules

These rules shall apply to all school property and school functions of the district and shall govern the conduct of students, teachers, staff members, as well as visitors and other licensees and invitees.

XVII. Dissemination and Review

A. Dissemination of Code of Conduct

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

1. Providing copies of a summary of the code to all students at a general assembly held at the beginning of each school year.
2. Making copies of the code available to all parents at the beginning of the school year.
3. 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.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
6. Making copies of the code available for review by students, parents and other community members via website and at each school office.

The board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the Code of Conduct. The superintendent

may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in service programs pertaining to the management and discipline of students.

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

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

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

The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

CHAIN of COMMUNICATION: Frequently, parents/guardians, students and other community members request help in knowing the best way to communicate with the school. The communications guidelines outlined below will serve as a helpful resource. By contacting the following people in the prescribed order, questions will be answered more efficiently.

Questions About	1st Contact	2nd Contact	3rd Contact	4th Contact
Academics	Teacher	Building Principal	Superintendent	
Athletics	Coach	Athletic Director	Superintendent	
Behavior	Teacher	Building Principal	Superintendent	
BOE Policies	District Clerk	Superintendent		
Budget	Business Office	Superintendent		
Cafeteria	Cafeteria Manager	Building Principal	Superintendent	
Classroom Procedures	Teacher	Building Principal	Superintendent	
Co-Curricular	Advisor	Building Principal	Superintendent	
Facilities Use a. <u>Building Use</u>	Building Principal	Director of Facilities	Superintendent	
b. <u>Athletic Facilities</u> (gyms, fields)	Athletic Director	Director of Facilities	Superintendent	
Health Office	Building Nurse	Building Principal	Superintendent	
Scheduling	Teacher	School Building Counselor	Building Principal	Superintendent
Special Education	Teacher/Special Education Teacher	Director of Special Education	Superintendent	
Transportation a. <u>Behavior</u>	Transportation Office	Building Principal	Superintendent	
b. <u>Stops/Runs</u>	Transportation Office	Superintendent		
c. <u>Drivers/Personnel</u>	Transportation Office	Superintendent		

Dear Student and Parents:

Please review this 2020-2021 Oxford Academy High School Student-Parent Handbook together and become familiar with the rules and procedures at the high school.

Please sign, in the space provided below, indicating that you have reviewed this booklet.

Please have your son or daughter return this form from the Code of Conduct, as well as pages 34 and 36 of the handbook, to Mrs. Barrows or Mrs. Loomis at the high school main office indicating you have completed reading this document and understand the contents.

Thank you.

Print Student's Name

Student's Signature

Grade

Print Parent's Name

Parent Signature and Date

Return this document to the High School Main office within 5 days of the start of school