

PAUL D. SCHREIBER HIGH SCHOOL

2021-2022



SCHREIBER'S SCHEDULE: It is important that you complete the blank schedules that follow. You should also keep a copy in your locker. Our schedule follows a six-day cycle, and all classes are one hour long.

You must attend every class that is listed on your schedule. **If you have a question about a class on your schedule, you should make an appointment to see your guidance counselor.**

Standard Bell Schedule

Period	Start	End	
1	8:05	9:05	
2	9:10	10:15	
3.1	10:20	10:50	(3.1 lunch : 10:20 – 10:50)
3.2	10:50	11:50	
4.1	11:25	12:25	(4.1 lunch: 11:25-11:55)
4.2	11:55	12:55	(4.2 lunch: 12:25-12:55)
5	1:00	2:00	
6	2:05	3:05	

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Dr. Christopher B. Shields, Assistant Superintendent
Elaine Fenick, Human Resources Administrator
Dr. David Meoli, Assistant Superintendent
Dr. Stephanie Allen, Assistant Superintendent

HIGH SCHOOL ADMINISTRATION

Principal

Dr. Ira Pernick 767-5804

Assistant Principals

12th Grade	Ms. Kristen Anisis	767-5834
11th Grade	Dr. Brad Fitzgerald	767-5832
10th Grade	Mr. Dave Miller	767-5844
9th Grade	Mr. Craig Weiss	767-5836

MISSION STATEMENT

Paul D. Schreiber High School empowers our diverse student body to be self-sufficient, socially conscious, and engaged members of our school and society by providing a comprehensive education in a safe learning environment that promotes equity and opportunity for all.

BELIEF STATEMENTS

- To ensure that excellence is achieved through high expectations and accountability.
- To provide a varied, dynamic curriculum that is responsive to the needs of all students.
- To provide a climate that promotes interaction among staff, students and community members.
- To provide a safe school environment where creativity and individuality can flourish.
- To promote independent thinking and a sense of personal fulfillment through the creative arts.
- To provide the opportunity for each individual to discover, understand and accept self in order to realize his/her own potential for social and academic growth.
- To encourage democratic values which celebrate diversity and respect for the rights of every individual.
- To provide co-curricular and athletic programs that meet the needs and interests of students.

EMERGENCY SCHOOL CLOSING

Occasionally it may be necessary to close school. Announcements of such closing will be broadcast over the following radio stations:

WCBS 880 AM	WINS 1010 AM	WBAB 1240 AM
WBLI 106 FM	WOR 710 AM	WALK 97.5 FM&1370 AM
WHLI 1100AM	WKJY 98.3FM	CHANNEL 12 NEWS

School closing and delayed opening will be posted on the district web page: www.portnet.org

DELAYED OPENING: In the event that we have a delayed opening, all classes will meet and we will follow the schedules listed below. The chimes will be adjusted to reflect the adjusted schedules.

One Hour Delayed Opening (50 minute periods)

Period	Start	End	
1	9:05	9:55	
2	10:00	10:55	
3.1	11:00	11:50	(3.1 lunch: 11:00 – 11:30)
3.2	11:30	12:20	
4.1	11:55	12:25	(4.1 lunch: 11:55 – 12:25)
4.2	12:25	1:15	4.2 lunch: 12:45 – 1:15)
5	1:20	2:10	
6	2:15	3:05	

Two Hour Delayed Opening (40 minute periods)

Period	Start	End	
1	10:05	10:45	
2	10:50	11:35	
3.1	11:40	12:20	(3.1 lunch: 11:40 – 12:10)
3.2	12:10	12:50	
4.1	12:25	1:05	(4.1 lunch: 12:25 – 12:55)
4.2	12:55	1:35	(4.2 lunch: 1:05 – 1:35)
5	1:40	2:20	
6	2:25	3:05	

Early Release Schedule (noon dismissal: 30-minute periods)

Period	Start	End	
1	8:05	8:35	
2	8:40	9:15	
3.1	9:20	9:50	(3.1 Lunch: 9:20 – 9:50)
3.2	9:55	10:25	
4.1	9:55	10:25	(4.1 Lunch: 9:55- 10:25)
4.2	10:25	10:55	(4.2 Lunch: 10:25 – 10:55)
5	11:00	11:30	
6	11:35	12:05	

ASSEMBLY SCHEDULES

Schreiber offers a wide variety of assemblies and special programs throughout the school year. In the event that we have an assembly, all classes will meet and we will follow the schedules listed below. The chimes will be adjusted to reflect the adjusted schedules.

Zero Period Assembly (50 minute periods)

Period	Start	End	
Assembly	8:05	9:00	
1	9:05	9:55	
2	10:00	10:55	
3.1	11:00	11:50	3.1 Lunch: 11:00 – 11:30)
3.2	11:30	12:20	
4.1	11:55	12:45	4.1 Lunch: 11:55 – 12:25)
4.2	12:25	1:15	4.2 Lunch: 12:45 – 1:15)
5	1:20	2:10	
6	2:15	3:05	

Double Period 1 Assembly (47-minute periods)

Assembly	Start	End	
1A	8:05	9:05	
1B	9:10	10:10	
2	10:15	11:07	
3.1	11:12	11:59	(3.1 Lunch: 11:12 – 11:42)
3.2	11:42	12:34	
4.1	12:04	12:52	(4.1 Lunch: 12:04 – 12:34)
4.2	12:34	1:22	(4.2 Lunch: 12:52- 1:22)
5	1:27	2:14	
6	2:19	3:05	

Double Period 2 Assembly (47-minute periods)

Period	Start	End	
1	8:05	8:52	
2A	8:57	10:02	
2B	10:07	11:07	
3.1	11:12	11:59	(3.1 Lunch: 11:12 – 11:42)
3.2	11:42	12:34	
4.1	12:04	12:52	(4.1 Lunch: 12:04 – 12:34)
4.2	12:34	1:22	(4.2 Lunch: 12:52 – 1:22)
5	1:27	2:14	
6	2:19	3:05	

Double Period 5 Assembly (47-minute periods)

Period	Start	End	
1	8:05	8:52	
2	8:57	9:49	
3.1	9:54	10:41	(3.1 Lunch: 9:54 – 10:24)
3.2	10:24	11:11	
4.1	10:46	11:33	(4.1 Lunch: 10:46 – 11:16)
4.2	11:16	12:04	(4.2 Lunch: 11:33 – 12:04)
5A	12:09	1:09	
5B	1:14	2:14	
6	2:19	3:05	

Pep Rally (Special Program) Assembly (50-minute periods)

Period	Start	End	
1	8:05	8:55	
2	9:00	9:55	
3.1	10:00	10:50	(3.1 Lunch: 10:00 – 10:30)
3.2	10:30	11:20	
4.1	10:55	11:45	(4.1 Lunch: 10:55- 11:25)
4.2	11:25	12:15	(4.2 Lunch: 11:45 – 12:15)
5	12:20	1:10	
6	1:15	2:05	
Pep Rally	2:10	3:05	

DEPARTMENT PHONE NUMBERS

Bottom Floor

Mathematics	767- 5950	Math Research	767 - 5953
World Language	767- 5945	Science Research	767 - 5881
ENL Director	767- 5842	Girls' PE	767 - 5961
ENL resource room	767- 5841	Boys' P.E.	767 - 5972
ENL Teachers	767- 2960	Biology Prep	767 - 5882
Health Dept	767-5930		

First Floor

Medical Office	767- 5860	Guidance Dept.	767 - 5810
Psychologists	767- 5810	Social Worker	767 - 5866
Chemistry Prep	767- 5875	Tech Ed	767 - 5915
English	767- 5868	Print Shop	767 - 5920
Music	767- 5910	TV Studio	767 - 5901
Orchestra	767- 5910	Schreiber Times	767 - 5862
Earth Science	767- 5864	Physics Prep	767 - 5879
Social Science	767- 5863		

Second Floor

Art	767- 5937	Social Studies	767 - 5941
Business	767- 5934	Library Media	767 - 5850
		Special Educ.	767 - 5936

FAX Numbers:	Main Office 767- 5809	Medical	767 - 5855
	Counseling 767- 5828	Library	767 - 5848

RULES AND PROCEDURES

ATTENDANCE PROCEDURES

Under New York State law pupils must attend school and all classes in which they are enrolled unless there are necessary causes of absence such as, personal illness, death in the family, religious observance, impassable roads, court appearances, medical treatments, and approved college visitations.

Absence from School

If a student is absent, a parent must call the attendance office as early as possible on the day of the absence. Parents should call the following offices—

After 8:00 a.m. -- 9th Grade -- 767- 5836	11th Grade -- 767-5832
10th Grade -- 767- 5844	12th Grade -- 767- 5834

****Unless a parent verifies an absence as being excused, the absence will be recorded on the attendance register as unexcused or a cut. After-school detention will be assigned for cutting; continued cutting will result in suspension and possible failure of classes.**

Absence from Class

Classwork is part of a total grade. **Missed work due to absence will affect grades.** There are no free cuts. The following procedure will be followed for all unexcused absences from class:

1st cut -- The grade administrator will assign the student after-school detention. Parents

will be notified.

2nd cut -- The grade administrator will assign the student after-school detention. Parents will be notified.

3rd cut -- Will result in an F* for the quarter and parents will be called to schedule a conference to review the student's attendance.

Lateness to School

The school day begins at 8:00 and classes begin at 8:05. All students are expected to be in school at that time. Lateness to school is not an excuse for missing class. **If you are late, you will be given a cut for any class(es) missed.**

Students who arrive at school after 11:25 (period 4-1) will not be permitted to participate in an after-school activity or sport for that day.

Students demonstrating a pattern of excessive absences or tardiness will be subject to a review with their parent and assistant principal.

Early Dismissal

- If a student must leave school during the school day, he/she must sign out in his/her grade level administrator's office. **Prior approval** is required in the form of a phone call from the parent.
- If a student leaves the school grounds without such permission, he/she will be considered cutting and all classes missed will be recorded as cuts.
- Signing out during the school day should be for medical or emergency reasons only. All such signouts must be kept to a minimum. Parents must call in advance giving permission.

Minimum Attendance (85% Rule)

Any student who fails to maintain a record of 85% attendance for any quarter, semester or the school year, in any class, will receive a grade of "F*" for the period of time involved. **This includes excused absences.** This is a requirement for any credit bearing course. At Schreiber, where most classes meet four out of six days, **missing 5 classes per quarter may result in a failing grade.** A parent call does not erase the absence since excused and unexcused absences count towards the 85% Rule.

Make-up Time and Work for Excused Absences

Students with excused absences will **make up time and work** in a timely manner. It is the responsibility of the student to arrange make-up time and work with each teacher. Failure to make-up time and work will result in a failing grade. If a student is absent for an extended period of time because of illness or death in the family, arrangements will be made for the student to make up the time and work missed, so that the 85% attendance requirement will be observed. **Unexcused absences cannot be removed by making up class time.**

Returning Tests to Students

The following recommendations were effective starting September, 2014:

- For Regents and non-Regents level classes where there are, in many instances, a suitably large number of testing resources, the formative assessments (e.g. quizzes, unit tests, projects) will be returned to the students for their retention.
- This practice does not necessarily apply to Advanced Placement and Honors courses. However, these teachers will maintain the option of returning formative assessments to students.

-
- Teachers retain decision-making rights with respect to the returning of Summative Exams (e.g. Midterms, Final Exams, and Honors projects) for students to retain. It is understood that these exams are kept on file for six months from the date of the exam.
- In cases where exams are not returned to students, students and/or parents may request a meeting with the teacher for an in-person review. When such a request is made of the teacher, a meeting will be honored at a mutually convenient time.
- Furthermore, teachers will inform students and parents of the return of exam practices during Open House and include it on their Grading Policy. It will also be included in the Teacher and Student Handbooks.

Electronic Device Regulation

The use of electronic devices in the classrooms, at assemblies, and during safety drills is strictly prohibited unless expressly authorized by a school official. The use of electronic devices outside the building, in the cafeteria, in the student commons, or during class changes is acceptable. Inappropriate use of electronic devices or use which is deemed disruptive or unsafe may result in any of the following consequences:

- Any staff member, administrator, teacher, TA, EA, secretary, etc. may confiscate the device.
- Parents may be notified.
- Parents may be required to pick up the electronic device.
- Student may be assigned in school or after school detention.
- Student may be assigned in school or out of school suspension.

In the event that a staff member has confiscated an electronic device, the device will be turned over to the appropriate grade level administrator as soon as possible. Any student who refuses a staff member request to turn over an electronic device will be considered insubordinate and subject to further disciplinary action.

The use of personal recording devices in and around the school must be approved by the grade level administrator who may grant permission for recording use for class projects or specific school events.

Off-Campus Privileges and Use of Unstructured Time

All Students:

No student is permitted to be in the woods adjacent to the building or campus.

Students are not permitted to sit, stay or gather on the school deck in the front of the building.

Off-campus privileges do not permit loitering on adjacent streets or on the lawns of neighboring houses. Students are expected to abide by this directive and to refrain from gathering or undertaking questionable behavior in front of houses. Students who are permitted off-campus are expected to pass civilly through neighborhoods on the way to a destination.

Seniors and Juniors

- Seniors and juniors may leave school grounds any time they do not have a class. **Off-campus privileges do not permit loitering on adjacent streets or on the lawns of neighboring houses.**

Off-Limits Areas on Campus

Sophomores and Freshmen

- Freshman and sophomore students may only use the following areas outside the building during the school day: benches, picnic tables, and the grassy area around the flagpole. **All other areas are off-limits** and offenders will be subjected to disciplinary action.
- Freshmen and sophomores who leave campus will be assigned an after-school detention on the day following the infraction. Continued violations will result in additional detentions and/or suspension.
- Students who do not respect the directive to avoid loitering on adjacent streets or on the lawns of neighboring houses may have off-campus privileges revoked in addition to other disciplinary action as follows:
 - 1st offense: warning
 - 2nd offense: off-campus privileges revoked for 2 weeks; ID confiscated
 - 3rd offense: off-campus privileges revoked for 1 month; ID confiscated
 - 4th offense: off-campus privileges permanently revoked
 - In-school suspension (1/2 day)
 - 5th offense: In-school suspension (1 day)
 - 6th offense: Out-of-school suspension (1 day)

Detention

Afternoon detention begins at 3:15 p.m. and ends at 4:45 p.m. Students must remain for the entire 90-minute detention. Students are encouraged to do homework or read in silence.

- **ASSIGNED AFTER-SCHOOL DETENTION WILL TAKE PRECEDENCE OVER SPORTS, CLUBS, AND ALL OTHER AFTER-SCHOOL ACTIVITIES INCLUDING OTHER COMMITMENTS, SUCH AS, PART-TIME JOBS.**
- **ONLY VERIFIED APPOINTMENTS WITH DOCTORS OR DENTISTS WILL POSTPONE THE AFTER-SCHOOL ASSIGNMENT BY ONE DAY.**

Entering and Exiting the Building

Due to construction each grade level will be assigned a separate morning entrance:

- o 9th grade – the rear cafeteria doors
- o 10th grade – the lower doors in the front (secondary main entrance)
- o 11th grade – A wing
- o 12th grade – any of the doors listed above

After 8:05 AM all students must enter and exit through the lower front doors.

Student Bathroom Protocol

Bathrooms are locked between periods. Students leaving during class must sign out during class in order to use the bathroom. This will limit the number of students in any bathroom at one time.

ID Cards

Students provided with Schreiber lanyard for convenience.

Students are required to carry and to display at all times their official Schreiber I.D. cards at all times and must present them to any staff member upon request. Refusal by a

student to present an ID card upon request will be deemed as an insubordinate act and as such the student shall be suspended from school. Lost or stolen ID cards must be replaced within one school day. The cost of replacement is \$5.00. Payment shall be made to the main office secretary who will provide students with a receipt they are to bring to the assistant principal, Mr. Miller, who will provide the replacement.

Students found not to consistently display school ID are subject to disciplinary action.

Student Entrance/Exit

Due to construction students may no longer enter or exit through the main lobby.

Students will enter Schreiber as follows:

- 9TH grade: rear cafeteria doors**
- 10th grade: lower front doors in the front (secondary main entrance)**
- 11th grade: A wing doors**
- 12th grade: any of the doors listed above**

After 8:05 AM the only entrance for students will be the lower front doors.

Lockers

Locks and lockers are the property of the school provided to students while officially enrolled at Schreiber.

- **Only those locks issued by the school may be placed on school lockers. All others will be removed. Students are responsible for the return of the lock assigned or paying for a replacement. Your locker should be locked at all times.**
- **Locker assignments cannot be changed without the approval of the grade administrator. Writing on either the outside or inside is prohibited.**
- The school does not accept responsibility for the loss of items stored in a locker. When necessary, arrangements can be made in the main office to temporarily store money and other valuables. Under law, students have no reasonable expectation of privacy in school lockers, desks, or other storage places. Since the school exercises overriding control over such property, these storage places may be subject to inspection at any time by school officials.

Freshmen and sophomores will be assigned student lockers. Juniors and seniors will be offered lockers upon request and on a limited basis. Students may not share lockers.

Student Parking

Parking on campus is for staff members only. **Students are not permitted to park in the faculty lot until after 3:05 p.m.**

1. Only seniors who have registered their cars may park in the Monfort lot.
2. Juniors may NOT park on campus in either the Upper lot or the Monfort lot. Violators will be assigned in-school suspension and the parent will be notified.
3. Students who park in the Upper lot will be assigned an in-school suspension and have their parent notified.
4. Students who park illegally or in faculty-reserved spots in the Monfort lot will be subject to the following penalties:
 - a. First offense: the student will have their permit suspended for a period of 30

days.

- b. Second offense: the student will have their permit suspended for the remainder of the school year.
- c. Any subsequent offenses: may result in the car being towed at the owner's expense or in school suspension and parent notification.

The administration reserves the right to **search any student vehicle** parked in the Monfort lot or any other school grounds.

Students Driving on Campus

No student is permitted to drive on campus until after school. Students may neither drop-off nor pick-up other students on Campus Drive or anywhere else on campus. This driving rule shall also apply to mornings before classes begin. Violation of this rule will result in in-school suspension and a temporary loss of parking privileges.

Posting of Announcements and Flyers

All Student postings of any kind must be approved by the assistant principal in charge of student activities before they can be posted around the building. They may only be posted in areas designated for student use. Any flyer that has not been approved or is posted in a non-designated posting area will be removed. Continued violation of this rule may result in disciplinary action.

Physical Education Guidelines

Physical education is a participation course that meets twice a cycle. Attendance and active participation are important for achievement and grading. For this reason the following requirements are imperative.

- **Dress Code/Preparation for class:** All students are required to wear physical education type shorts (no cut-offs, no zippers), tee shirts, sweats or warm-ups, sneakers that secure, and socks.
- **Medicals:** are obtained through the medical office. For a one day medical, a student must obtain a note from the nurse. Long term medicals of 2 weeks or more require a doctor's approval. For a long term medical, lasting for over a quarter or semester, a student must apply for an adapted physical education program or activity modification request. Retroactive doctor's notes will not be accepted.
- **Physical Education Make Up Policy:** Legal absences, day medicals, field trips (both in and out of school), rehearsals, etc., require work to be made up. Make up work can be done in other physical education classes when permissible. Students are encouraged to make up missed work within a two-week period.
CUTS, UNEXCUSED ABSENCES AND UNPREPAREDNESS FOR CLASS CANNOT BE MADE UP.
- **Grading:** is based on individual assessments in each instructional unit, including both skill and written knowledge. Students' assessments are aligned with the New York State Learning Standards for personal health and fitness, a safe and healthy environment, and community resource management.

Fire Drills

Instructions for action during fire drills are posted in every room. Students must follow the teachers' directions.

1. Walk rapidly and do not talk.
2. Once outside, move far away from the building and off of the street to allow firemen access to the building.

Any students setting off a false alarm or tampering with fire extinguishers will be subject to prosecution.

PLEASE NOTE: AT NO TIME DURING ANY EMERGENCY or DRILL SHOULD CELL PHONES, IPODS OR SIMILAR ELECTRONIC DEVICES BE USED. (see Electronic Device Regulation)

Emergency Response Plan

If the fire alarm sounds when you are in class

- Follow your teacher out of the building. All teachers have green placards with their names on it.
- Remain with your teacher and in your fire drill location unless otherwise instructed

If the fire alarm sounds when you are in the cafeteria or in the front of the building

- Students having lunch in the cafeteria or in front of the building must report to the tennis court area during a fire drill.
- Remain with the EA staff in the area unless otherwise instructed.
- If you are sent to an evacuation location follow the EA staff to your evacuation area.

If the fire alarm sounds in between periods

- Exit the building as quickly as possible and listen for directions.
- An evacuation location will be designated. Listen to teachers for location.
- At the evacuation location find your teacher from the class period you just left. For example, if an alarm sounds in between periods 2 and 3 go to your period 2 teacher.

If there is an evacuation to one of our evacuation locations

- Follow your teachers to the designated evacuation location.
- Remain with your teacher and your class. Your teacher will keep your class together in a group and away from other classes.
- Remain in the evacuation location until the all clear is given and you are allowed to return to school. It is important you remain with your class and teacher. In the event that parents come to school to take students home a parent reunion area will be set up. We will need to find you if this happens.

If there is a lockdown emergency

- A code will be announced over the loudspeaker that your teacher will recognize.
- If you are in class follow your teacher's directions. Your teacher will lock your door.
- Teachers have been instructed on what to do during a lock down.

If there is a lockdown emergency and you are in the library follow the directions of the library staff just as you would in a classroom

If there is a lockdown emergency and you are in the cafeteria

Assistant Principals will either order an evacuation or instruct students to remain in cafeteria. In the event of an evacuation:

- Students are to immediately be evacuated to the auditorium and music rooms. In certain cases (i.e. gunfire) students may be directed to evacuate the building and report to the tennis court area.
- Please listen carefully for directions and only use exterior doors if they are needed. Do not go through the halls to get to emergency locations.

Students in the middle of the cafeteria may exit the building and reenter the main entrance and head into the auditorium.

Students in the rear of the cafeteria may exit the building from the rear and reenter by Tech wing / Print Shop entrance.

If there is a lockdown emergency and you are in the hall

- Immediately move into the nearest classroom or resource area.

What should I do if there is gunfire in the school?

- Follow lock down procedures. In most situations this is the safest procedure.
- Staff and students are encouraged to respond creatively and to “think on their feet” if needed. For example:
 - If gunfire is getting closer to your classroom escape via emergency windows and break glass if necessary to expedite egress from the building.
 - Use items available to assist in escape or avoidance. Computers may be used to break windows; soap on floors may hinder the progress of an attacker; and fire extinguishers may also be of use.
 - If movement from cafeteria to predestinated evacuation rooms creates additional risk, staff and students are encouraged to exit the building and move to an evacuation location.
 - Never move towards gunfire, always move away regardless of procedures.
- Students who are outside the building with PE classes, or at lunch, should go to the Port Washington Police Department or the PW library

What can you do to help?

Do not prop open doors. They must remain securely locked to guard against intruders.

During an evacuation remain with your teacher at all times.

Do not use your cell phones during an evacuation. All parents will be informed via the Connect-ED system. Using your cell phones will cause you to miss valuable instructions and directions.

Remain calm during an evacuation.

The nurses and counseling staff will be available at designated stations to assist you. Use them if you need help or support.

Do not play games during an evacuation. We may need to find you if your parents are looking for you and if you are playing games this will be difficult.

Show respect for emergency responders who are willing to take risks for your safety by remaining with your teachers in a calm and orderly manner.

Assemblies

Schreiber offers a wide variety of assemblies and special programs throughout the school year. We anticipate that students will appreciate the time and energy that go into planning such programs and this appreciation will be reflected in their behavior.

Academic Honesty

The Paul D. Schreiber High School policy of academic honesty has been instrumental in protecting the educational rights and preserving the learning environment of its students. The policy states that any student who cheats or plagiarizes from any source,

print or multimedia, **will receive a zero for the exam/assignment. This could result in failure of the course. In addition, repeated offenses may also result in course failure and will be subject to the administrator's discretion and further disciplinary action from the teacher or Chair.**

Academic Eligibility

This policy connects academic performance to participation in interscholastic athletics and extra-curricular programs.

- **At the completion of each marking period (quarter) an individual who has failed two or more subjects will be ineligible to participate in extra-curricular activities or athletics for the duration of the next marking period.**
- Incoming 9th Graders will have their Q 4 Weber grades determine their eligibility.
- Students who fail two or more courses at the end of the school year will be ineligible for sports and activities the following September.
- A student who attends summer school and passes a course or courses will be able to participate in sports or activities in September so long as he/she does not have more than one failure remaining from the preceding quarter that wasn't passed by attending summer school.
- There may be circumstances in which ineligibility may be reviewed. In order to do so the affected student and/or their parent/guardian must request a meeting with the assistant principal.
- It is the student's responsibility to initiate the appeal process and the appeal process must be initiated within 2 weeks of the end of the marking period affecting eligibility. Willingness to demonstrate a commitment to improving academic performance is a requirement for an appeal. Students on academic probation will have their academic performance closely monitored. They will be required to sign a behavioral contract and submit weekly progress reports. It is important to understand that a waiver of eligibility is NOT automatically granted and may be limited to one waiver in a student's high school career.

Summer School Eligibility

Eligibility to attend summer school could be affected for those students who are excessively absent from or cutting classes. Summer school eligibility is at the sole discretion of the Principal or his/her designee.

Internet Acceptable Use Guidelines

Students using computer resources must adhere to the guidelines listed below which govern the use of our resources. Failure to appropriately use the computer resources may subject you to disciplinary action, beginning with suspension of your use privileges. Should any infraction require action beyond a warning, that action will be imposed after consultation with the student's grade administrator. Our guidelines for acceptable use are:

- Material that may visually offend others or promotes hate, racism, etc. is not permitted.
- Students will report any use of the Internet to obtain inappropriate or offensive material.
- Material obtained and used in a manner that violates copyright law is prohibited.
- All material obtained from the Internet must be properly cited.
- Participation in "Chat" groups is prohibited unless expressly authorized by a teacher for educational use.
- Students will not give out any personal information such as: name, address, telephone number, credit card number, etc. Be aware that giving out this kind of information can be dangerous to yourself and your family.
- Additional rules may apply to computer use in specific departments and areas.

Resource Centers

Unstructured time is a privilege at Schreiber. One option for its use can be found in our Resource Centers and Preparation Rooms where teachers are available to provide encouragement and extra help throughout each school day. These rooms can be used for homework, studying, or personal quiet time.

Textbooks

Each student is responsible for every textbook issued to him/her. If a textbook is lost or damaged, it must be paid for by the end of each quarter. **Detention will be assigned at the end of each semester if charges are not paid.** Students will not receive their graduation diploma if there are any outstanding debts.

Visitors

Visitors must report to the main office upon arrival. All visitors are strongly encouraged to come to the school by appointment only. The grade administrator will provide visitors with a note allowing them to be with a student only when prior arrangements have been made. Law requires all visitors to sign-in, even graduates. This must be done to maintain security.

Selected Board of Education Policies

In accordance with **The Dignity for All Students Act**, The Port Washington School District is committed to providing a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus, and/or at a school event. Effective this fall, each school will provide an age appropriate, plain language version of the modified Board of Education Code of Conduct to their students, parents, and staff. In addition, the Port Washington School District will ensure that the necessary actions will be taken to meet the provisions of the Dignity Act.

Until the revised code of conduct and the versions are finalized, the parents and students are being provided the following information:

Discrimination and Harassment are strictly prohibited:

No student shall be subjected to harassment by employees or students on school property or at a school sponsored function;

Nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic groups, religion, religious practice, disability, sexual orientation, gender identity, sex, by school employees or students on school property or at a school sponsored function.

I. Introduction

Code of Conduct

The Board of Education ("board") of the Port Washington UFSD 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.

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

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

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

"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 §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, 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.

In accordance with the **Dignity for All Students Act**, School District policy and practice must ensure that no student is subject to discrimination or harassment, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex by school employees or students on school property, on a school bus, or at a school function.

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 Section 11[1]).

School Bus means every motor vehicle owned 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 Section 11[1] and Vehicle and Traffic Law Section 142).

School Function means a school sponsored extracurricular event or activity (Education Law Section 11[2]).

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 Section 11[4] and Executive Law Section 292[21]).

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

Sexual Orientation means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law Section 11[5]).

Gender means actual or perceived sex and includes a person's gender identity or expression (Education Law Section 11[6]).

Harassment means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law Section 11[7]).

Race means a group of persons related by a common descent or heredity. For purposes of enumeration the U.S. Census Bureau uses terms such as: "White/Caucasian", "Black/African American/African-descent", "Asian", "Bi-racial", "Hispanics/Latinos" etc. to describe and classify the inhabitants of the United States.

Color means the term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.

Weight means aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size".

National Origin means a person's country of birth or ancestor's country of birth.

Ethnic Group means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.

Religion means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.

Religious Practice means a term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.

Sex means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote "sex".)

Gender means the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. (MASCULINE and FEMININE denote "gender".)

Sexual orientation means the sex to which a person is sexually attracted. Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual.

Disability means any restriction or lack (due to any impairment) of ability to perform an activity in the manner or within the range considered typical.

III. Student Rights and Responsibilities

A. Student Rights

The district is committed to safeguarding the rights given to all students under state and federal law. 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, creed, national origin, religion, gender or sexual orientation or disability.
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. Except when there is a present issue of health and/or safety, when you are questioned by an administrator you have the right to call your parent or guardian. However, you should understand that this right does not prohibit the District from continuing its investigation of the matter at hand.
4. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
5. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.

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 to 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 appropriately for school and school functions.
10. Accept responsibility for their actions and cooperate with school authorities in the investigation of Code of Conduct violations.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored curricular and extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
12. To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or

discrimination.

IV. Essential Partners

A. Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the district.
9. Build good relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.
13. Serve as role models for students and act in a respectful manner toward teachers, administrators and other school personnel.
14. Cooperate fully with school authorities in the investigation of Code of Conduct violations.

Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

B. Teachers

All district teachers are expected to:

Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
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 course or grade level objectives and requirements as well as expectations for student learning and behavior.
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Teachers have a responsibility to serve as role models for students and are expected to model appropriate behavior.
8. Teachers have the responsibility to take appropriate action when observing behavior that violates The Code of Conduct whether in or out of the classroom
9. Cooperate fully with school authorities in the investigation of Code of Conduct violations.

Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person

who is lawfully on school property or at a school function.

Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

C. Support Staff and Other District Personnel

1. Serve as role models for students and act in a respectful manner.
2. Cooperate fully with school authorities in the investigation of Code of Conduct violations.
3. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

Report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

D. Guidance Counselors/Social Worker/School Psychologists

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences and parent/teacher/student counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Cooperate fully with school authorities in the investigation of Code of Conduct Violation.

Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

E. Principals and Assistant Principals

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the building administration and approach the principal for redress of grievances..
3. Evaluate on a regular basis all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Evaluate behavioral management strategies of teachers and staff and make training available as necessary.
6. Be responsible for enforcing the code of conduct and ensuring that all cases

are resolved promptly and fairly.

Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).

F. Superintendent

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

G. Board of Education

1. Collaborate with student, teacher, administrator, and parent organization, 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.

Appoint Dignity Act Coordinator teams in each school building. The Dignity Act Coordinator teams members will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator team members will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.

V. 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.

The responsibility for student dress and general appearance shall rest with individual students and parents. However, the board requires students to attend school and school related activities in appropriate dress that meets health and safety standards and does not interfere with the learning process or cause a disturbance in school or district. The board also requires students to wear appropriate protective gear in certain classes (i.e. home economics, industrial arts, physical education). Attire bearing an expression or insignia which is obscene or libelous, or which advocates racial, ethnic, sexual or religious prejudice, or is disruptive, is forbidden.

While students and parents are expected to use good judgment in this matter, the superintendent of schools, the building principal and other designated

administrative personnel shall have the authority to require a student to change his/her attire should it be deemed inappropriate according to the above guidelines.

Student Use of Electronic Communication Devices

Students are prohibited from using or having on or in an operational mode any paging device, mobile telephone, cellular telephone, laser pointer or pen or any other type of telecommunications or imaging device during instructional time, except as expressly permitted in connection with authorized use in classrooms. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors. Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass or threaten others. This type of harassment is generally referred to as cyberbullying. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the District *Code of Conduct* that may be applicable to the circumstances involved. Any electronic device that is permitted on school property is encouraged to be kept on the person and in a concealed manner.

Teachers and all other Board personnel should exemplify and reinforce acceptable student dress and behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate appearance and conduct in the school setting.

VI. Prohibited Student Conduct

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

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

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

Students may be subject to disciplinary action, up to and including suspension from school, when they commit acts of misconduct such as but not limited to:

A. Engaging in conduct that is disorderly. Examples of disorderly conduct include:

1. Running in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building. Students will not be permitted in their school buildings after school hours without the permission from the building administrators.
7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.

Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or Internet/intranet account; accessing inappropriate websites; evading the District's content filter by not following building procedures; using an outside wireless network; or any other violation of the District Acceptable Use Policy.

Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration).

Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.

B. Engaging in conduct that is insubordinate. Examples of insubordinate conduct include:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
2. Lateness for, missing or leaving school without permission.
3. Skipping detention.

C. Engaging in conduct that is disruptive. Examples of disruptive conduct include:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.

D. Engaging in conduct that is violent. Examples of violent conduct include:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.

Engaging in harassing 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 well-being.

3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
4. Displaying what appears to be a weapon.
5. Threatening to use any weapon.
6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
7. Intentionally damaging or destroying school district property.

E. Engaging in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include:

1. Lying to school personnel.
2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
4. Discrimination, based on a person's actual or perceived race, age, weight, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability as a basis for treating another in a negative manner on school property or at a school function.
5. Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or

perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.

6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.

"Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.

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

7. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
8. Selling, using or possessing obscene material.
9. Using vulgar or abusive language, cursing or swearing.
10. Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco.
11. Use or sale of E-cigarettes, vaporizers or similar devices.
12. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either.

"Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."

Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as "designer drugs."

13. Inappropriately using or sharing prescription and over-the-counter drugs.
14. Gambling.
15. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
16. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

F. Engaging in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, threats, cursing, and fighting will not be tolerated.

It is crucial for students to behave appropriately while riding on District buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, fighting, harassment, and discrimination will not be tolerated.

G. Engaging in any form of academic misconduct. Examples of academic misconduct include:

1. Plagiarism.
2. Cheating.

3. Copying.
4. Altering records.
5. Assisting another student in any of the above actions.

VII. Reporting Violations

All students are required to report promptly any code violations concerning illegal substances, weapons, threats or other conduct which may endanger others or disrupt the security of the building. Students are required to cooperate with school authorities in the investigations of code of conduct violations.

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

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

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school 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 constituted a crime.

VIII. Disciplinary Penalties, Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a 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.

As a general rule, discipline will be progressive, this means that a student's first violation will usually merit a lighter penalty than subsequent violations,

Disciplinary procedures regarding students with disabilities and students suspected of having a disability under the Individuals with Disabilities In Education Act ("IDEA") are set forth in a separate section of the Code of Conduct.

A. Penalties

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

1. Oral warning - any member of the district staff

2. Written warning - coaches, guidance counselors, teachers, assistant principal, principal, superintendent. In cases where parents can not be immediately contacted, the school will send an email
3. Written notification to parent - bus drivers, coaches, guidance counselors, teachers, principal, superintendent
4. Detention - teachers, assistant principal, principal, superintendent
5. Suspension from transportation - director of transportation, assistant principal, principal, superintendent
6. Suspension from athletic participation - coaches, assistant principal, principal, athletic director, superintendent
7. Suspension from social or extracurricular activities – activity director, assistant principal, principal, superintendent
8. Suspension of other privileges – teachers, assistant principal, principal, superintendent
9. In-school suspension – assistant principal, principal, superintendent
10. Removal from classroom activities by teacher - teachers, assistant principal, principal
11. Short-term (five days or less) suspension from school – assistant principal, principal, superintendent, Board of Education
12. Long-term (more than five days) suspension from school - principal, superintendent, board of education
13. Permanent suspension from school - superintendent, board of education.

B. Procedures

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

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

1. Detention

Teachers, principals and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2. Suspension from transportation

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

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

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

privileges

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

4. In-school suspension

The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building 16 principals and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension."

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

5. Teacher disciplinary removal of disruptive students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student to the principal's office for the remainder of the class time only; or (3) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

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

A secondary classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only. Elementary students may not be removed from class for a full school day.

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, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal.

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

The teacher who initiated the removal shall attend the informal meeting.

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

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

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

The principal or his 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 may recommend to the superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant

immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

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

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

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

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

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within 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.

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

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

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

discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof. An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 10 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the Commissioner within 30 days of the decision.

c. Permanent suspension

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

C. Minimum Periods of Suspension

Students who bring a weapon to school

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The principal or 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 principal of 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 interferes with the teacher's authority over the classroom

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed

from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling

The Guidance Office or the psychologist on the elementary level shall handle all referrals of students to counseling.

2. PINS Petitions

The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.

b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.

c. Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

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

a. Any student under the age of 16 who is found to have brought a weapon to school; or

b. Any student 14 or 15 years old who qualifies for juvenile offender status

under 22 the Criminal Procedure Law §1.20 (42).

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

IX. Alternative Instruction

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

X. Discipline of Students with Disabilities

The board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The board is committed to ensuring that the procedures followed or suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state laws and regulations.

A. Authorized Suspensions or Removals of Students with Disabilities

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

A "suspension" means a suspension pursuant to Education Law §3214.

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

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

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

a. The board, the district (BOCES) superintendent of schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.

b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of

misconduct, as long as those removals do not constitute a change of placement.

d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

"Weapon" means the same as "dangerous weapon" under 18 U.S.C. § 930 (g) (w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury."

"Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

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

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

B. Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

- a. for more than 10 consecutive school days; or
- b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such

factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

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

1. The district's Committee on Special Education shall:

- a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES, for misconduct involving weapons, illegal drugs or controlled substances.

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

modifications are necessary.

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

b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a 25 decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

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

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

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

i. conducted an individual evaluation and determined that the student is not a student with a disability, or

ii. determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state laws and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards 26 notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

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

5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.

6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.

7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

8. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:

a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

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

10. If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

11. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

D. Referral to law enforcement and judicial authorities

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

1. The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.

2. The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

XI. Visitors to the Schools

The board encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain

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

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the office of the principal upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification pass, which must be worn at all times while in the school or on school grounds. In the elementary school, visitors must sign in at the security desk, receive a pass and then report to the office.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XII. Public Conduct on School Property

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

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.

8. Violate the traffic laws, parking regulations or other restrictions on vehicles;
9. Possess, consume, sell, distribute or exchange alcoholic beverages, 29 controlled substances, or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable schooldistrict officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

B. Penalties

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

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 4 and 5. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The building principal or his or her designee shall be responsible for enforcing the conduct required by this code.

When the building principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The district shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

XIII. 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.

Making copies of the code available to all parents at the beginning of the school year.

Providing copies of a summary of the Code to all students, in an age-appropriate, plain language version, at a general school assembly held at the beginning of each school year.

Mailing a summary of the code of conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.

Providing a summary of the Code of Conduct written in plain language to all parents of District students before the beginning of the school year and making this summary available later upon request.

Providing all current 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.

Providing all new employees with a copy of the current code of conduct when they are first hired.

Making copies of the code available for review by students, parents and other community members.

The board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. The superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in service programs pertaining to the management and discipline of students.

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 of adoption.

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

Revised/Adopted 8/7/12

Sexual Harassment of Students

Policy 5021, Approved 1/17/1995

The Board of Education is committed to safeguarding the right of all students within the school district to learning in an environment that is free from all forms of sexual harassment.

Definition: Sexual Harassment conduct is deemed to be sexual harassment when the recipient perceives such behavior as unwelcome and of a sexual nature. It is irrelevant that the harm had no intention to sexually harass the person. The following are examples of sexual harassment one should be aware of when dealing with a complaint of

alleged sexual harassment: unwanted sexual behavior, which may include touching, verbal comments, sexual name calling, spreading sexual rumors, gestures, jokes, pictures, leers, overly personal conversation, cornering or blocking student's movement, pulling at clothes, attempted rape and rape.

The Board recognizes that sexual harassment of students can originate from a person of either sex against a person of the opposite or same sex, from peers as well as employees, and board members or any individual who foreseeably might come in contact with students on school grounds or at school-sponsored activities.

The Board, consistent with State and Federal law, therefore condemns all unwelcome behavior of a sexual nature which may impose a requirement of sexual cooperation as a condition of academic advance, or which may have the purpose or effect of creating an intimidating, hostile or offensive learning environment. The Board also prohibits any retaliatory behavior against complainants or any witnesses.

Any student who believes that he or she has been subjected to sexual harassment should report the alleged misconduct immediately, pursuant to 5020 R, so that appropriate corrective action may be taken. The complainant shall not be discouraged from reporting an incident of alleged sexual harassment. In the absence of a victim's complaint, the Superintendent, upon learning of, or having reason to suspect, the occurrence of any sexual misconduct, may ask that an investigation be promptly commenced by appropriate individuals.

Given the nature of this type of discrimination, the District recognizes also that false accusations of sexual harassment can have serious effects on innocent people. Therefore, false accusations of sexual harassment will result in disciplinary action and may lead to personal legal and financial liability for the accuser.

The Superintendent of Schools shall prepare age appropriate educational programs for the students of the District to make them aware of the policy and its regulations as well as the definitions of sexual harassment and the penalties which may ensue if a student is found guilty of such behavior. The Superintendent of Schools will be sure that all staff understands their responsibilities to avoid any behavior which may be deemed to be sexual harassment of students. A copy of this policy and its accompanying regulation are to be distributed to all personnel and students and posted in appropriate places.

HIV/AIDS

Policy 5191, Revised 12/16/2003

Please be advised that the District's HIV/AIDS policy ensures confidentiality. No school official shall require a student to undergo an HIV test. However, school officials shall not be precluded from having a student undergo a physical exam when another illness is suspected (such as tuberculosis, etc) as long as no HIV antibody test is administered without an individual's informed consent.

A student's education shall not be interrupted or curtailed on the basis of his/her HIV status. HIV-infected students shall be afforded the same rights, privileges, and services available to every other student.

EQUAL OPPORTUNITY

Title IX

Policy 0100, Approved 5/19/1992

The Port Washington Union Free School District does not discriminate on the basis of sex in the education programs or activities which it operates, and it is required by Title IX of the Educational Amendments of 1972 not to discriminate in such a manner. This policy of nondiscrimination includes the following areas: recruitment and appointment of

employees, employment pay and benefits, counseling services for students, access by students to educational programs, course offerings, and student activities. Inquiries should be made to the director of HPEA.

Section 504

The Port Washington School District hereby advises students, parents, employees and the general public that it offers employment and educational opportunities without regard to sex, race, color, national origin or handicap. Inquiries should be made to the Director of Guidance.

STUDENT SERVICES

CAFETERIA / STUDENT COMMONS

Students are only permitted to have lunch in the cafeteria, commons, or at the outside picnic tables. Students are not permitted to eat, congregate, or be seated in the hallways at any time throughout the day.

**Food Delivery:
Food delivery to students is not permitted.**

Cafeteria

Open to all students during the following times:

Breakfast:	7:30 - 8:00
	8:15 - 10:00
Lunch:	10:20 - 1:00
Snacks:	throughout the day

Students are encouraged to have their lunch in the cafeteria or commons.

Everyone's assistance is needed in keeping the school clean. **All garbage must be placed in receptacles.**

Student Commons:

The Student Commons is located on the second floor and offers students an alternative area for lunch. Students may bring lunch from home or make use of the lounge vending machines. On certain days and/or times the Student Commons may be closed.

COMMUNITY SUPPORT SERVICES

Whenever you need information, a referral, or help of any kind, call any of the hotlines or centers listed below. You might also want to share the information with your parents, brothers, sisters, or friends. Your teachers, guidance counselor, psychologist, nurse teacher, and social worker are also available to offer help. Speak to them if you're having some difficulty or just want to talk.

REMEMBER: YOU NEVER NEED TO BE ALONE WITH ANY PROBLEM OR QUESTION YOU MAY HAVE.

HOTLINE NUMBERS and WEBSITES

- AIDS 631 385-AIDS
- AL - ANON and ALATEEN 433-8003
- BIRTH RIGHT 741-4030
- DRUG HOTLINE 481-4000
- HEALTH EMERGENCIES 911
- YOU NEED IT 504-Help
(Suicide Prevention)
- N.Y.S. CHILD ABUSE 800-342-3720

- PLANNED PARENTHOOD 750-2500
- PORT COUNSELING 767-1133

www.report-it.com - anonymous tipline and helpline

User Name: Schreiber
Password: Schreiber

COUNSELING

The Schreiber H.S. Code Number (CEEB) for College entrance exams (SAT) is 334605.

Available in the counseling office is our new *Community Service Resource Guide* compiled by the Schreiber Site-Based Committee. In this guide you will find service opportunities both in the high school and around the community. The complete guide is also available on the district website: www.PortNet.org

Counselor Assignment

- Alphabetical assignment for each grade level
- Same counselor for four years

Seeing your Counselor

- Schedule an appointment with the secretary
- Drop-in during your unscheduled time

Counselor Services

- Assistance in decisions about career planning, post high school planning, programs of study, and specific courses
- Assistance in getting along with and understanding self, peers, family members, teachers, and administrators
- Orientation program/breakfast for new students
- Articulation with college representatives/fall/spring college fairs
- Orientation meetings with students and parents
- The Counseling Connection, newsletter mailed home
- Support groups for students going through a personal crisis
- Parent workshops on different topics throughout the year.
- Listings of community service opportunities
- * Various student groups on selected topics

Junior Conferences: Student/Parent/Counselor

- Review of school year performance
- Discussion of student's personal or academic concerns
- Review of graduation requirements
- Review of next year's course selections
- Development of post-high school plans

Counselor Resource Center

- College catalogs and supplemental information
- College video files and laser disks
- College reference books
- Occupational information
- Various computer college search programs
- Internet information on college/career options

Bulletin Boards - located outside counseling office

- College admissions testing schedule
- Meetings with individual college representatives
- Summer programs
- Schedule of freshman and sophomore group meetings
- Schedule of junior group meetings
- Special information meetings
- General college/career information

College Scholarship Information

- Organizations, corporations, and colleges award academic and special talent scholarships. They usually require completion of detailed applications to be mailed by definite deadlines.
- Information on scholarships can be found:
 - In counseling office scholarship file
 - On the bulletin boards
 - On the back of the daily announcements
 - Counseling Connection Newsletter – Portnet website
 - Collegeboard.com

ASSIGNMENT TO GRADE LEVEL

The requirement to advance from one grade to the next is as follows:

Please note that these requirements are in addition to Physical Education.

- Grade 9 to 10** Students need to earn five credits with at least two academic credits in two different subject areas.
- Grade 10 to 11** Students need to earn ten credits with at least four academic credits coming from four major academic areas.
- Grade 11 to 12** Students need to earn 15 credits. In addition, they have to be able to fulfill all graduation requirements by August of that academic year and must have passed at least two State examinations required for graduation

GRADING

Weighted System

- Students receive report cards at the end of each quarter. All report cards will either be emailed or mailed home.
- Letter grades and their numerical equivalents are as follows:

A+	95 - 100	D	65 - 69
A	90 - 94	E	50 - 64 Failure
B+	85 - 89	F	below 50 Failure
B	80 - 84	F*	Failure due to cutting or not attending 85% of the classes.
C+	75 - 79		
C	70 - 74	F**	Failure due to repeated and continued cutting in the second quarter of a semester course or the 4th quarter of a full year course.

- All grades are weighted according to the length of the course.
- "Incomplete" may be used as a final grade only with the permission of the principal, department chairperson and the student's counselor. Definite time limits are established within which work graded "incomplete" must be made up or be converted to the appropriate letter grade.
- A student will receive an F** to denote failure due to repeated and continued cutting. A minus seven (-7) for a semester course or minus fourteen (-14) for a full year course will be used in computing the final average when the absences occur in the last quarter. The grade level administrator will make this decision.
- Honors credit will be granted in selective courses and identified on the report card and transcript.

Calculating Your GPA

A student's Grade Point Average (GPA) is calculated by adding the numerical value (using the chart below) of each grade for each course and dividing this number by the total number of credits studied. Honor and AP courses receive an extra 1.0 for a full year course and a .50 for a semester course.

	Full Year	Semester
Honors/AP	+1	+ .50
A+	4.5	2.25
A	4.0	2.0
B+	3.5	1.75
B	3.0	1.5
C+	2.5	1.25
C	2.0	1.0
D	1.0	.5
F	0.0	.0

Withdrawal and Course Changes

Students are expected to plan their programs wisely and remain in each course through its completion. All course work completed will be entered on the transcript. The following policies will be in effect. However, should it become necessary for a student to withdraw from a course or make a level change:

A. A student will need to consult with their teacher, department chair, parent, and school counselor in order to withdraw from a course or to change level (example: from Honors to Regents). The student must attend all classes until the withdrawal or level change is officially in the computer and a new schedule has been submitted to the student. Failure to follow this procedure will result in the student receiving "unexcused absences" for the course and possible disciplinary consequences.

B. No notation will be made on the student's midyear transcript if a student withdraws prior to the following deadlines:

First Semester Courses:	October 15
Full Year Course:	December 1
Second Semester Courses:	March 15

In the case of level changes, the grades earned in the previous course will be used in calculating a quarterly and/or final average.

No notation will be made on a transcript showing first quarter grades if the class is dropped before the grade is recorded on the report card.

C. WF / WP -- The WF/WP notation will apply to courses that are dropped after the deadline.

When a course is dropped after the drop deadline, if a student is passing a class, a grade of WP will appear as a final transcript grade for the course. If a student drops When a course is dropped after the drop deadline with a failing grade, a grade of WF will appear on a student's transcript as a final grade. The grade of WP/WF will not have an impact on the student's GPA. This will apply to all courses dropped after the drop deadline.

HONOR ROLLS (To be included in either Honor Roll, students must take classes at Schreiber High School and carry a minimum of six subjects including English and physical education. Lab classes do not count as subjects in meeting this requirement. Grades in physical education classes are not used to

calculate the average for Honor Roll.)

- **Principal's Honor Roll**
- Average of all credit bearing courses must be 4.0 or higher.
- No grade of below C or Incomplete.
- **Paul D. Schreiber Honor Roll**
- Average of all credit bearing courses must be between 3.5 and 3.9.
- No grade of below C or Incomplete
- An honor roll is published each quarter of the school year.

How to Determine Your Grade

The charts below show the weighted system for a full year course (Tables 1, 2, 3) and for a semester course (Table 4,5,6,)

FULL YEAR COURSES - USE TABLES 1-2-3

	TABLE 1				
	1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	Final Ex.
A+	10	11	15	17	10
A	9	10	13	15	9
B+	8	9	11	13	8
B	7	8	9	11	7
C+	6	7	7	9	6
C	5	5	5	7	5
D	4	4	4	5	4
E	3	3	1	1	1
F	2	2	0	0	0
F*	2	1	0	0	
F**	0	0	0	-14	

TABLE 2 (final exam)

Total Pts.	Final Grade
60 or above	A+
53-59	A
46-52	B+
39-45	B
32-38	C+
25-31	C
17-24	D
4-16	F

TABLE 3 (no final exam)

Total Pts.	Final Grade
50 or above	A+
44-49	A
38-43	B+
32-37	B
26-31	C+
20-25	C
13-19	D
4-12	F

ONE SEMESTER COURSES - USE TABLES 4-5-6

TABLE 4

	1st (or 3rd) Quarter	2nd (or 4th) Quarter	Final Exam
A+	10	15	10
A	9	13	9
B+	8	11	8
B	7	9	7
C+	6	7	6
C	5	5	5
D	4	3	4
E	2	0	1
F	0	0	0
F*	0	0	
F**	0	-7	

TABLE 5 (final exam)

Total Pts.	Final Grade
33 or above	A+
29-32	A
25-28	B+
21-24	B
17-20	C+
13-16	C
8-12	D
1-7	F

TABLE 6 (no final exam)

Total Pts.	Final Grade
24 or above	A+
21-23	A
18-20	B+
15-17	B
12-14	C+
9-11	C
5-8	D
0-4	F

HEALTH SERVICES

If You Are Ill

Students who are ill should report to their class to obtain a pass before reporting to the medical office. Students may go home only after the school nurse has contacted a parent or guardian.

Whenever possible, visits should be made during free time for routine paperwork, sports clearances, and minor health issues (mosquito bites, band aids, mild colds, etc.)

All significant medical problems should be reported to the nurse, whether they occur at home or at school.

Medical Signouts

Students who have medical or dental appointments during school hours should bring a note from their parent/guardian with the requested time of release, name of physician, and phone number. All appointments will be verified. Students must sign out in the office of the assistant principal. Should they return to school it is expected that the student sign back in with the assistant principal.

Medication

Any student on medication, including inhalers, that must be taken during school hours must see the school nurse for review.

Injuries

All injuries, no matter how slight, should be reported to the medical office.

Sports Clearances

All students interested in trying out for a team must have a updated sports physical, permission slip and interim health form on file with the nurse's office before they can try out. You must verify clearance on ASPEN or through the parent portal or ask the nurse directly. Students who do not have all forms completed by the tryout date could lose their opportunity to try out for a team.

Physical Education Medical Excuses

All excuses are processed through the medical office. Long-term excuses require a physician's note including the diagnosis and length of time excused. Retroactive doctor's notes will not be accepted and students are reminded that all missed classes need to be made up.

Automated External Defibrillator (AED)

There are four defibrillators in the school. (In each classroom is a green wall-mounted card that lists the locations of the AEDs). One is mounted on the wall located at the intersection where the science hallway meets the main hallway; a second one is located at the entrance to the gymnasium; a third one is located on the ground floor across from the elevator; the fourth is located on the second floor across from the elevator. The AED is an emergency device that is used to restart a person's failed heartbeat. Immediately seek emergency help from the medical office.

LIBRARY MEDIA CENTER

The Schreiber Library Media Center, located on the second floor of the new wing, was established to complement the curriculum and to meet the research and informational needs of students and staff members. You are encouraged to use the library during your free periods.

The library print collection includes fiction, non-fiction, biographies, short stories and reference materials. Use the OPAC (electronic card catalog) to locate materials you need. In addition, the library has a large magazine and newspaper collection. Current issues are on display for your use. Archival editions are housed at the circulation desk.

There is an extensive digital collection that can be accessed through the library webpage. There are databases, e-reference books, journals, primary sources and a research guide.

There is a computer lab in the library that is open for your use every day. When the computer lab is full, you may check out a Chromebook for one period and use it within the library. A student photo ID is required for borrowing a Chromebook.

Library Guidelines:

- A student ID is required for borrowing materials
- Respect others' right to work by keeping a quiet atmosphere
- No food or drink are permitted in any area of the library
- Cell phones may be used for school work only. Please do not make or receive calls while you are in the library
- Computers and Chromebooks can be used for school related work only

The library website is: www.portnet.org/domain/134

It can be found under the student section of the Schreiber main page.

PSYCHOLOGICAL SERVICES

Psychological services are available to all students. The social worker and psychologists help students cope with academic concerns or resolve some difficulty students may be experiencing with parents, teachers or friends. To make an appointment with either the social worker or psychologists, leave your name, grade, and the time(s) you are free with the guidance secretary. Ms. Najera-Pollack and Mr. Mejia are our social workers. Dr. Clauss and Dr. Bester are the psychologists assigned to Schreiber.

WORKING PAPERS

If a student is under 18 years of age, he/she must obtain working papers in order to accept employment. The law has certain requirements concerning the type of work a student may do, the hours, and the conditions under which he/she may work. Applications and all necessary information may be obtained at the Main Office. Students must have had a physical within the last year.

If you are 14 or 15 years old: While school is in session, you can work a maximum of 3 hours per day on a school day and 8 hours on a non- school day, up to 18 hours a week total, and no more than 6 days a week. You are not allowed to work before 7 o'clock in the morning or later than 7 o'clock in the evening.

If you are 16 or 17 years old: While school is in session you can work a maximum of 4 hours a day Monday through Thursday, 8 hours on Friday, Saturday, Sunday and holidays, 6 days a week for a total of no more than 28 hours. If your employer wants you to work past 10:00 p.m. and up to 12 midnight while school is in session, your employer must have your parent's written permission on a special form available from the Department of Labor.

CLUBS AND ACTIVITIES

Schreiber High School offers a wide variety of co-curricular activities. Through these activities and clubs, students have the opportunity to develop friendships, expand skills and talents, pursue interests, and/or provide service to both school and community. Every student is encouraged to become involved in at least one of these activities during the school year. Students should watch for bulletin and PA announcements of meeting times and locations.

Club Participation and School Attendance

- A student, who is ill causing him/her to miss part or all of the school day, will be ineligible to participate in an extracurricular activity on that date.
- A student who is absent from school for the entire day for reasons other than illness shall be ineligible to take part in after school activities on that day unless the school has granted prior approval.

The following is a partial list of our clubs:

A Cappella Perform a capella music	Mr. Gawronski
Art Honor Society* Community Service, art projects, art workshops.	Ms. Thomas
Chess Club Web Site for playing, Chess matches and tournaments.	Mr. Wolfert
Christian Group (JAM) Discussion regarding Christianity	Mr. Crivelli

Class Club: grade 12	Ms. Erikson
Class Club: grade 11	Ms. Choit
Class Club: grade 10	Mr. Crivelli
Class Club: grade 9	TBA
Coding Club Learn how to club using Girls Who Code curriculum	Mr. Feldmann
Debate Team * Local tournaments / National Tournaments / State Championships	Ms. McClean
Drama Club Play readings, student-run productions, seminars in acting and directing	Ms. Schulman/Ms. Lally
English Honor Society* Chapter of National Honor English Society.	Ms. Cohan/Ms. Mills
Foreign Lang. Honor Soc. & Mod. Lang.* Tutoring, Margi Gras, Carnivale, International Movie Night, Foreign Language Week, Honor Society Induction.	Ms. Doherty
FBLA State and National Competitions. Speakers promoting business careers and entrepreneurial projects	Ms. Saraceni
Gay/Straight Alliance Day of Silence, National Coming Out Day and other awareness events	Mr. Crivelli
Human Relations Club Senior Citizen luncheon and Community Service	TBA
iCulture Club Students discuss cultural diversity.	Ms. Najera-Pollak
International Homework Academic and social interaction among students of diverse backgrounds; commemoration of many holidays.	Ms. Barbieri
Jazz Band* School concerts, Night of Jazz.	Mr. Pinelli
KALEIDOSCOPE	Ms. Baglio
Key Club Opportunities to do volunteer work in the school and in the community	Ms. Goldstein
Latin Club Saturnalia event; participate in Latin contests	Ms. Griffin

Letter Club*	TBA
Service club	
Mathletes	Mr. Tedesco
Practice challenging math problems; compete against other Nassau schools	
Mock Trial	Mr. Valente
Competes in Mock Trial Tournaments.	
Model Congress/UN	TBA
Local model congress competitions	
Mu Alpha Theta	Mr. Ferruso
Peer tutoring, celebrate Pi Day, organize honor society induction ceremony	
National Honor Society*	Mr. Klaff
Peer tutoring, community projects, Schreiber mentoring, running local chapter of NHS	
Natural Helpers*	Ms. Najera-Pollak
Training to be Natural Helpers for peers	
Painting Club	Ms. Best
Drawing, painting, clay, collage, crafts, jewelry	
Peer Helpers*	Ms. Linsner
Facilitate freshman groups, participate in freshman orientation, suicide prevention program and yoga nights.	
Photo	Ms. Thomas
Use of dark room to develop prints, color, and black-and-white	
Radio Club	Mr. Klaff
Create radio station programming to broadcast from the facility funded by PWEF.	
Relay for a Cure	Ms. Avazis
Raising awareness funds for the American Cancer Society	
Robotics Club	Mr. Stepanek
Participate in the building of robots and participating in competitions against entries from the other school.	
S.A.D.D. /Substance Abuse	Ms. Giliof
Chain of Life, Day of the Dead, and Kick Butts Day.	
Schreiber Academics*	Mr. Klaff
Inter-school competitions	
Schreiber Times (Newspaper)	Ms. Zarkh/ Ms. Cotter
Publication of ten issues of the school newspaper. (theschreibertimes.com)	
Science Honor Society*	Mr. Crivelli
Formal lectures, Informal lectures, Elementary school visits, Honor Society	
Science Olympiad	Ms. Ezratty
Participate in Science Olympiad competitions	

Social Studies Honor Society*	Ms. Dietz
Honor Society for students who excel in Social Studies. Tutorstudents.	
Student Council	Ms. Dietz/Ms. Foster-Holzer
Pride in Port, Club Fair, window painting, spirit week, elections	
Treehuggers Club	Mr. Crivelli
Hug trees saves the planet	
Tri M Music Honor Society*	TBA
Music Honor Society. Community service	
TV/Video Production	Mr. Koch
Film, edit, and produce TV and video productions	
Viking Band	Mr Helfner/Mr. Prindle
Yearbook (Port Light)	Ms. Baglio
Planning, preparing, and producing the annual yearbook. Photography, copyrighting, layout, design, and book sales.	

*These clubs have entrance requirements or tryouts.

ATHLETIC ACTIVITIES

INTERSCHOLASTIC ATHLETICS Director of Athletics—Mr. Schratwieser (Athletic Trainer –Mr. Zappala)

High School Team Philosophy

Athletic participation at the Varsity level is highly competitive. The Junior Varsity (JV) program functions as a transition between the Middle School and the Varsity. Commitment as well as ability is the basis for high school athletic competition. Participation in this program requires a significant commitment of time as well as adherence to more stringent team and Athletic Department rules. Parents and athletes are advised to consider this when deciding whether to participate in athletics at the high school level. To fully appreciate a family's commitment to JV/Varsity competition and to avoid miscommunication and unrealistic expectations, parents and students must understand that:

1. Practices/contests are scheduled on Saturdays and during vacation periods. Athletes are required to participate in all practices/contests unless excused by the coach. Absences can result in disciplinary action, which might include dismissal from the team.
2. Squad selection is based on ability and the coach at each level makes final decisions.
3. The amount of time an athlete will play is the discretion of the coach.
4. Athletes who fail to complete a season may not be awarded a letter/certificate or receive credit for the season.

Requirements for Participation:

- Pass a required physical examination (see procedures below).
- Submit a completed and signed parental permission slip.
- All athletes and their parent must sign the "Athletic Participation Contract" before they may compete
- Submit an Interim Health Form to the medical office before each sport season begins.

Must meet the requirements of the Eligibility Policy

Must be enrolled in at least four subjects including physical education.

Physical Examinations

In order for an athlete to participate on a school team, he/she must pass a required physical examination once during the school year in which he/she participates.

- Physical examinations may be administered by a school doctor(s) appointed or hired by the Board of Education.
- The date, time, and place of these examinations will be publicized so that students and all persons involved will have ample time to make arrangements to attend.
- Students who are examined by a private physician must pick up the necessary forms from the Medical Office.
- An interim health form must be submitted prior to each sport season; it serves as an update regarding the physical condition of the athlete.

ONLY PROPER CLEARANCE FROM THE SCHOOL MEDICAL OFFICE MAY BE ACCEPTED AS APPROVAL FOR PARTICIPATION IN A SPORT.

Return to Competition After Illness or Injury

- Students must present written permission from the attending physician or school doctor to the Medical Office before resuming practice or competition.
- The treating physician can recommend, in writing the return of a student. However, the school physician, whose decision is final, must approve this recommendation. He/she will notify the school nurse-teacher who will then notify the director of athletics.
- Any student who has been diagnosed with a concussion must get a written clearance from a physician to return to activities. Once the note has been received the student/athlete will follow the six step "Return to Play/Participation" protocol before they may resume any activity.

Attendance in School

- An athlete who is ill, causing him/her to miss part or all of the school day, will be ineligible to participate in athletics on that date. However, if the student enters the school with written permission from his/her parent to participate in athletics, the school-nurse will review the request, and decide if such participation is to be granted. Only the school-nurse or doctor can make this determination.
- An athlete must be signed in to school by 11:30 AM to be eligible to play in a game, scrimmage or practice.
- An athlete absent from school for the entire day for reasons other than illness shall be ineligible to take part in athletics on that day unless the school has granted prior approval.
- Students excused from physical education participation due to illness/injury cannot participate in interscholastic athletic activities on that same day unless the school nurse or school doctor gives permission.

Report of Injury

- Students are responsible for notifying the coach of any injury, however minor, incurred in practice, scrimmage, or at a home or away game. They will assist the coach in the completion of the accident report.
- In cases where the school doctor/athletic trainer is present when the injury takes place, he/she will administer first aid, decide whether to treat, refer, or contact the parent concerning a need for a specialist.
- If a specialist sees a student, the athlete must submit a written recommendation to the school doctor as to care, follow-up and ability to perform in the sport.
- If an accident report has been filed for an injury, the student must see the school nurse-teacher before resuming practice.

Interscholastic Athletic Team Selection

Team selection is aimed at:

- Promoting participation in interscholastic athletics
Involving the largest number of students in the program based upon activities offered, available facilities, available budget, and the availability of qualified and certified personnel
- Recognizing that interscholastic athletics are provided for the physically gifted seeking to reach their fullest potential through supervised/ sanctioned/equitable competition. Selection of team members is the decision of the head coach. All students will be judged on a rubric criteria that includes skill, effort, sportsmanship and needs of the team.

Athletic Transportation

- The only persons permitted on team buses shall be team members, coaches, school physician, athletic director, managers, statisticians, supervisors, and previously approved school reporters or photographers. All students must return on the same bus unless prior approval has been received from the athletic director or principal.
- A student may return home with his/her parents. In such a case, the parent must request permission directly from the coach and complete a permission form. The student will not be permitted to travel to a game or return home with anyone else unless prior approval is granted by the athletic director.

Athletic Team Uniforms and Equipment

Each coach will enforce the following guidelines:

- Athletes on all interscholastic teams must be properly attired in accordance with the National Federation of High School Athletic Association rules governing each sport.
- The uniform must be worn and treated properly by each athlete. This includes uniform cleaning when needed.
- Team uniforms and equipment should be used for team practices and contests only.
- All uniforms and equipment issued by the school must be returned at the end of the season. Students will receive a bill for any unreturned uniforms or assigned equipment.

Alcoholic Beverages/Tobacco/Drugs/Hazing

Athletes, who use alcoholic beverages, tobacco in any form, vaping, e-cigarettes, drugs/ hazing/ bullying/ cyber-bullying shall be subject to suspension from their activity. The athletic director and/or coach shall suspend a participant for such use, and the principal may, in a review/appeal of the case, determine the length of suspension.

Athletic Code of Ethics

It is the duty of all concerned with school athletics:

- To emphasize the ideals of sportsmanship, ethical conduct and fair play.
- To stress the values derived from playing the game fairly.
- To respect the person and judgment of officials.
- To encourage teamwork, leadership, interaction and good judgment by players on the teams.
- To demonstrate self-control and mutual respect at all times.
- To remember that an athletic contest is only a game and recognize that the purpose of athletics is to promote the physical, mental, moral, social and emotional well-being of the individual.
- To accept victory with grace and defeat with dignity. Poor winners or losers do a disservice to themselves, family and the school community.

Athletic Spectator Code of Conduct

- Spectators are an important part of the game and shall at all times conform to accepted standards of good sportsmanship and behavior.
- Spectators shall at all times respect officials, coaches and players and extend all courtesies to them.
- Those who are removed from games due to misbehavior and failure to comply with Code of Conduct may be banned from spectating at future home and away contests.
- Wholesome cheering is encouraged.
- Stomping of feet, taunting, foul and abusive language, inflammatory remarks, and disrespectful signs and behavior are not acceptable.
- Spectators shall respect and obey all school officials, supervisors, and police at all athletic contests.
- Noisemakers are prohibited at all athletic events.
- Be loud, be proud, be positive.

LIST OF SPORTS TEAMS

Fall:

Football	Monday, August 23
B & G Soccer	Monday, August 30
B & G Volleyball	Monday, August 30
Field Hockey	Monday, August 30
B & G Cross Country	Monday, August 30
Girls Swimming	Monday, August 30
Girls Tennis	Monday, August 30
Portettes	Thursday/Friday, August 26/27
Sideline Cheerleading	Monday, August 30

Winter:

Wrestling	Monday, November 15
B Swimming/ Diving	Monday, November 15
Gymnastics	Monday, November 15
B & G Winter Track	Monday, November 15
B & G Bowling	Monday, November 15
B & G Basketball	Monday, November 15

Spring:

B & G Lacrosse	Monday, March 14
Baseball	Monday, March 14
Softball	Monday, March 14
B & G Track and Field	Monday, March 14
B Tennis	Monday, March 21
Golf	Monday, March 21
G Badminton	Monday, March 21

SCHOOL DATES TO REMEMBER

September 2	First day of classes
September 6-8	Recess
September 14	Financial Aid Night
September 14	Senior College Information Night
September 16	Recess
September 18	Pride in Port
September 23	Open School Night
September 29	Schreiber Mini College Fair
October 2	SAT at Schreiber
October 6	Schreiber Mini College Fair
October 6	Freshmen Family Meeting
October 7	Senior Big Picture
October 11	Recess
October 13	Schreiber Mini College Fair
October 16	PSAT at Schreiber
October 20	Unity Day
October 20	Schreiber Mini College Fair
October 23	ACT exam at Schreiber
October 29-30	Actoberfest
November 4	Supt. Conference Day/Election Day (no students)
November 6	SAT at Schreiber
November 11	Recess/Veteran's Day
November 12	End of Marking Period 1
November 19-21	Fall Drama
November 25-26	Thanksgiving Recess
December 9	Saturnalia
December 11	ACT exam at Schreiber
December 14	Junior College/Post-secondary College Night
December 15	Winter Concert I
December 16	AP Art Exhibition
December 16	Winter Concert II
December 23- 31	Recess
January 17	Recess/Martin Luther King Day
January 24--28	Regents and Local Exams
January 28	End of Marking Period 2
February 1	Superintendent's Conference Day (no students)
February 16	Junior Mock Interviews
February 21-25	Winter Recess
March 1	Academic Planning Night: Grades 9 & 10
March 4-6	Spring Musical
March 4-8	Spirit Week
March 9	All-District Band & Orchestra Festival
April 1	End of Marking Period 3
April 2	ACT Exam at Schreiber
April 6	Schreiber College Consortium
April 15-21	Spring Recess
April 29	Shakespeare Day

April 29-30	Young Playwrights Festival
May 2-13	AP Exams
May 3	Superintendent's Conference Day (no students)
May 4	AP 2D Design Show Opening
May 7	SAT Exam at Schreiber
May 11	District Night of Jazz
May 17	Spring Concert I
May 19	National Honor Society Induction
May 25	Departmental Awards
May 27-30	Recess/ Memorial Day
TBD	Junior Prom
June 1	Spring Concert II
June 4	SAT Exam at Schreiber
June 7	Senior Supper
June 8	Tri-M Honor Society Induction
June 8	National Art Honor Society Induction
June 9	Last day for seniors
June 10	Last Day of Classes for underclassmen
June 11	ACT Exam at Schreiber
June 13-14	Local Final Exams
TBD	Athletic Awards Night
June 15	Community Awards Night
June 15-23	Regents Exams
June 20	Recess/Juneteenth
June 23	Graduation
June 24	Gambol