

Student Handbook

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Extra Curricular Activities

Yearbook.....Mrs. Candi Mattice
Student Council.....TBD
Honor Society Mrs. Elaine Smith, Mrs. Elaine
Jaycox, & Mr. Howard Mattsson
Color Guard Ms. Heather Powell
Drama Director/Advisor ... Mrs. Stephanie Watson
S.A.D.D. Ms. Terri delRosario
Business ClubMs. Chelsea Wallace
Varsity Club..... Mr. Greg O’Connell

CLASS ADVISORS:

SENIORS..... Ms. Terri delRosario
Mrs. Maria Hitt
JUNIORS..... Ms. Elaine O’Connor
SOPHOMORES..... Mrs. Elaine Jaycox
FRESHMEN.....Mrs. Patricia Voorhees
GRADE 8.....Mrs. Megan Eklund
GRADE 7.....Mrs. Candi Mattice

A student must arrive at school by 9:30 a.m. in order to participate in after-school activities unless the student has a "legal" excuse.

School dances will run from 7:00-10:00 p.m.

Eligibility
for Physical Education

Independent Study

Only students who are in direct conflict with a physical education class and a required course needed for graduation are eligible to participate in an independent study program for physical education. A meeting with the P.E. teacher and the Guidance Counselor will determine if a student is eligible to participate in the program. Independent study should be the last option available for the student to gain P.E. credit. Exceptions to this policy need to be forwarded to the Guidance Counselor, Athletic Director and Administration. They will be reviewed on a case-by-case basis.

Outline for Independent Study

1. Daily Log - Each student will be required to keep a written daily log on all activities participated in during the physical education period. These notebooks will be required to be handed in for a grade at the interim period and at the end of each quarter marking period.
2. Physical Fitness Evaluation - Each independent study student will be required to perform the New York State Physical Fitness Test each quarter to ensure that fitness levels are being maintained or improved.
3. Physical Activity - Each student will be required to be enrolled in a fitness program, at least one period per week, in the weight training room. Students will be required to keep a written log of all exercises performed each day.
4. Written Unit Tests - Each student will be required to take each unit test that is given for all high school classes.
5. Medical Excuses - If a student is unable to perform the physical fitness test or the weekly workout program s/he will be required to do written sport folios. Only a doctor's excuse will be allowed.

SPORTS

SOCCER

Girls Varsity..... Mr. Jeff Gearhart
Girls Modified..... Mrs. Michelle Caiazza
Boys Varsity..... Mr. Lonnie Nickerson
Boys Modified TBD

BASKETBALL

Girls Varsity..... Mr. Lonnie Nickerson
Girls J.V..... Mr. Jeff Gearhart
Girls Modified..... Ms. T. (Rosie) Beck
Boys Varsity Mr. Greg O'Connell
Boys J.V..... TBD
SKIING..... TBD
Athletic Director Mr. Greg O'Connell

SOFTBALL

Varsity Softball..... TBD
Modified Softball..... Mr. Mike Brown

BASEBALL

Varsity Baseball..... Mr. Mike Faulkner
Boys Modified..... TBD

TENNIS..... Mr. Steve Steenland

TRACK

Varsity Track..... Mr. Greg O'Connell
Modified Track..... Ms. Amanda Mueller

GOLF..... Mr. John Kincheloe

CHEERLEADING TBD

Churchill Gym Rec. Dir. Mr. Greg O'Connell

Academic Eligibility Policy

Any student failing two subjects shall be ineligible to participate in any sport contest, club event, dance, Spirit Night, Prom Court, the play, or any activity sponsored by the school community for at least one full week. Any student with two or more Incomplete grades will be considered ineligible until the grade is changed to numerical. If the grades are passing, the student will automatically be eligible. If the numerical grades lead to the student failing two or more subjects, then the student will be on the Ineligibility List and will have to follow the procedures as outlined below.

To be removed from the **Ineligibility List** and placed on the **Academic Warning List** (on which students will be considered eligible), the ineligible student will be solely responsible for the following 3-step process:

Monday of the week the student is listed as ineligible, the student shall obtain an **Eligibility Checklist** from the guidance office for each subject s/he is failing. The student should deliver one checklist to each teacher of a subject s/he is failing.

Monday through Friday, the student should hand in all homework, complete all class work (including note taking), be on time for class, arrive for class prepared, attend any extra assistance sessions set forth by the classroom teacher, and have no behavioral referrals in that class.

On Friday of that same week, the student shall collect the checklists from the teachers and return them to the guidance office. The checklist will not be accepted any later than 3:05 p.m. on a Friday afternoon, unless the student or teacher is absent. In that case only, the slips would be accepted until Monday 12:00 p.m. for those classes in which the teacher or the student was absent on Friday.

If an ineligible student fails to complete this process each week, s/he will remain ineligible.

On Friday, if the student produces a checklist for each subject s/he is failing and has met all the criteria for being removed from the Ineligibility List, the student will be removed from the Ineligibility List, be placed on the Academic Warning List, and given a coupon to produce to the extracurricular advisor or coach and will become immediately eligible to participate in any school sponsored event. The student will not be allowed to participate unless s/he produces the coupon. The coach or advisor will accept no excuses.

The student will remain on the Academic Warning List for the full five weeks and must complete the above 3-step process, each week, to remain off the Ineligibility List. Should a student on academic warning choose not to complete the 3-step process or not meet all the criteria for a specific week, the student will again be placed on the Ineligibility List.

An ineligible student may attend play practice, extracurricular meetings, and athletic practices, but not participate in the play, any planned extracurricular activity, or any scheduled sports contest. An athlete is expected to sit with the team for home games, but is not allowed to ride the bus or attend away games.

Students who choose to play in an athletic event or participate in an extra-curricular activity, knowing that s/he is ineligible will not be able to participate in that sport or activity for 5 times. (Ex. A student participates in a tennis match although s/he is ineligible, the student will sit for the next five tennis matches. A student who attempts or does attend a school dance when s/he is ineligible will not be allowed to participate in the next five dances.) If there are not five such events left in the school year or season, the student will serve two days detention for each event s/he was supposed to miss. (Given the previous examples in this paragraph, assume there are only three tennis matches left in the year for the student to miss, the student will miss those three matches and also serve four days of after school detention for the two matches from which s/he should have been suspended. Assume the student attended the last dance of a school year, the student would be assigned 10 days of detention.)

Students wishing to participate in the school=s extracurricular activities are encouraged to attend class regularly and in a timely fashion, complete all required homework, be prepared for class, and to behave appropriately.

ACADEMIC INELIGIBILITY PERIOD SCHEDULE

Interim progress reports

End of 1st marking period (report cards)

Interim progress reports

End of 2nd marking period (report cards)

Interim progress reports

End of 3rd marking period (report cards)

Interim progress reports

Acceptable Use Policy #7080

The Board of Education is committed to optimizing student learning and teaching. The Board considers student access to a computer network, including the Internet, to be a powerful and valuable educational and research tool, and encourages the use of computers and computer-related technology in district classrooms solely for the purpose of advancing and promoting learning and teaching.

The computer network can provide a forum for learning various software applications and through online databases, bulletin boards and electronic mail, can significantly enhance educational experiences and provide statewide, national and global communication opportunities for staff and students.

All users of the district's computer network and the Internet must understand that use is a privilege, not a right, and that use entails responsibility.

The Superintendent of Schools shall establish regulations governing the use and security of the district's computer network. All users of the district's computer network and equipment shall comply with this policy and those regulations. Failure to comply may result in disciplinary action as well as suspension and/or revocation of computer access privileges.

1. Access to electronic telecommunications is available to students and staff at Stamford Central School District. Access is through a variety of providers and includes e-mail, telephone, fax, television, radio, distance learning, Internet and other on-line computer services, as well as electronic interlibrary loan. The goal in providing these services to students and staff is to promote educational excellence by facilitating resource sharing, innovation, and communication.
2. Electronic telecommunications is a general term referring to many systems of communication that are handled through electronic devices. The internet, for example, is an "electronic highway" providing communications with millions of people all over the planet. Distance learning, as currently configured, provides audio and video interactivity for students in up to four locations.
3. In the past, access to instructional materials was limited because instructors and supervisors could subject such materials to reasonable selection criteria. Through electronic telecommunications, material becomes available that may not be considered to be of educational value in the context of the school setting. Available precautions are taken by the Stamford Central School District to restrict access to controversial materials, as defined in regulation 9045.1. In addition, the appropriate utilization of electronic telecommunications relies on the proper conduct of the students and staff in adhering to guidelines. The guidelines are provided so that students and staff are aware of their responsibilities in appropriately utilizing electronic telecommunications.
4. The use of electronic telecommunications is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Based upon the acceptable use guidelines, the staff may request the superintendent to deny or revoke the privilege of an individual to utilize specific modes of electronic telecommunications at the Stamford Central School District.
5. Communication on electronic telecommunications is subject to a need for responsible behavior and is governed, in addition to this policy, by the federal Children's Internet Protection Act (CIPA), the district's student discipline policy, code of ethics, and copyright law.
6. The Stamford Central School District will enter into agreements with regional networks and providers of connections to electronic telecommunications, and adhere to government regulations on the use of electronic telecommunications. Students and staff are expected to adhere to the stipulation of these agreements and regulations.
7. The superintendent will prepare appropriate procedures with guidelines for implementing this policy.

Access to Electronic Communications Policy

1. The purpose of acceptable use procedures for electronic telecommunications is to provide guidelines to students and staff of the Stamford Central School District.
2. The purpose for providing access to electronic Telecommunications is to support research and education in and among academic institutions, business, government, other organizations, and individuals by providing access to unique resources and the opportunity for collaborative work.
3. The Stamford Central School District makes no warranties of any kind, whether expressed or implied, on the service it is providing in making electronic telecommunications available to students and staff. The Stamford Central School District will not be responsible for any damages suffered by individuals. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by negligence or user errors or omissions. Use of any information obtained via electronic telecommunications is at risk of the user. The Stamford Central School District specifically denies any responsibility for the

accuracy or quality of information obtained through its provision of electronic telecommunications.

4. The following guidelines will govern an individual's privilege to utilize electronic telecommunications. Any violation will jeopardize that individual's privilege and may result in other consequences.

Anti-Discrimination Policy

The school district does not discriminate in employment or in the education programs and activities which it operates on the basis of sex, race or handicap in violation of Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, or 504 of the Rehabilitation Act of 1973.

Grievance Procedures

Section 1

If any person believes that the school district or any of the district=s staff has failed to apply or has inadequately applied the principles or regulations of (1) Title VII of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment of Act of 1972, or (3) 504 of the Rehabilitation Act of 1973, that person may bring forward a complaint, which shall be referred to as a grievance, to the district=s compliance officer.

Section 2

The Complainant shall discuss the grievance informally with the compliance officer, who shall investigate the complaint and respond in writing to the complainant.

The complainant may thereafter initiate formal procedures according to the following steps:

Step A

A written statement of the grievance signed by the complainant shall be submitted to the compliance officer within seven days of receipt of the response to the grievance. The compliance officer shall further investigate the matters contained in the grievance and shall reply in writing to the complainant within seven days.

Step B

If the complainant wishes to appeal the decision of the compliance officer, the complainant may submit a signed statement of appeal to the superintendent within seven days after receipt of the compliance officer=s response. The superintendent shall meet with the complainant and any representative and make such other inquiries which the superintendent deems appropriate. Thereafter, the superintendent shall set forth a conclusion and respond in writing to the complainant within 14 days.

Step C

If the complainant is not satisfied with the conclusion of the superintendent, the complainant may appeal through a signed, written statement to the Board of Education within seven days of receipt of the superintendent=s response in Step (b). In an attempt to resolve the grievance, the Board of Education shall meet with the complainant and any representative within 30 days of receipt of such an appeal. The Board=s written disposition of the appeal shall be sent to the complainant within ten days of this meeting.

Step D

If the grievance has not been satisfactorily settled at Step c, further appeal may be made to the Office of Civil Rights, Department of Education, Washington, D. C. 20201.

Section 3

The compliance officer, on request, will provide a copy of the district=s grievance procedure to any employee or student of the district.

A copy of each of the Acts and Regulations upon which this notice is based will be made available upon written request directed to the district=s compliance officer.

When used in this policy, Adays@ shall mean calendar days. The words Aperson@ and Acomplainant@ shall include an employee as well as a student of the district.

Inquiries concerning the nondiscriminatory policy may be made to Director, Office of Civil Rights, Department of Education, Washington, D. C. 20201.

Publication

The school district shall promulgate this policy and sexual harassment policy as follows:

1. A copy of this policy and the sexual harassment policy shall be inserted in the first pay envelope of each employee every school year. In relation to an employee hired during the school year, these policies shall be inserted in the first paycheck paid to the employee.
2. These policies shall be published as part of the district's student handbook.
3. These policies shall be published annually in the official newspaper of the district.

ATTENDANCE POLICY

The Board of Education recognizes that regular school attendance is a major component of academic success. Through implementation of this policy, the Board expects to reduce the current level of unexcused absences, tardiness, and early departures (referred to in this policy as “ATEDs”), encourage full attendance by all students, maintain an adequate attendance recordkeeping system, identify patterns of student ATEDs and develop effective intervention strategies to improve school attendance.

- I. No pupil over the compulsory attendance age shall be dropped from the enrollment unless the student has been absent twenty (20) consecutive school days, and the following procedures shall be complied with:
 - A. The Superintendent shall schedule a conference with the student and person(s) in parental relation to the student. Notice of such conference shall be sent to the student and his/her parent(s) by certified mail.
 - B. At the conference, the Superintendent shall attempt to determine the reason(s) for the pupil’s absence, and whether reasonable changes in the pupil’s educational program would encourage and facilitate the student’s continuance in school.
 - C. If the pupil wishes to drop out of school, the pupil and the person in parental relation shall be informed orally, and in writing, of the pupil’s right to re-enroll at any time in the School District.
 - D. If the pupil and the person(s) in parental relation to the student fail to contact the Superintendent within ten days after the notice of conference was mailed, or fail to attend the conference, the pupil will be dropped. The student and the person(s) in parental relation to the student will be notified by certified letter of this action, and informed of the student’s right to re-enter at any time.

COMPREHENSIVE ATTENDANCE POLICY

I. OBJECTIVES OF ATTENDANCE POLICY

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

The objectives of this attendance policy are:

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

The above objectives can best be met through regular school attendance. Students at Stamford Central School are required to maintain regular attendance. Eighteen (18) or more unexcused absences will result in loss of credit. A formal appeal may be made to the Superintendent for extenuating circumstances.

The Board of Education recognizes an important relationship between class attendance and student performance. Consequently, each marking period a student's report card grade may be based on classroom participation as well as student's performance on homework, tests, papers, projects, etc. Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused absences/tardies/early dismissals (ATED's) will affect a student's class participation grade for the marking period.

Any student with more than 18 ATEDs for a full year will not have met course requirements. However, students with properly excused ATEDs may make up the work for each ATED, and those ATEDs will not count toward the minimum attendance standard of no more than eighteen (18) unexcused absences.

To ensure that the parents and students are aware of the implications of this minimum attendance requirement, the teacher or other designated staff member(s) will advise the student and contact the parent(s) by telephone and mail at appropriate intervals prior to the student reaching ten (18) ATEDs.

In implementing this policy set forth above, students who are unable to attend school or class on a given day due to their participation in a school-sponsored activity (i.e. curricular field trip, participation in interscholastic sports, testing, etc.), may arrange with their teachers to make up any work missed. This also applies to any student who is absent, tardy or leaves early from school or a class due to illness or any other excused reason.

All students with an excused ATED are expected upon their return to consult with their teachers regarding missed work.

Only those students with excused ATEDs will be given the opportunity to make up a test or other missed work and/or turn in a late assignment for inclusion in their final grade. Make-up opportunities must be completed by a date specified by the student's teacher for the class in question and follow these guidelines:

Students may make up work which is factored into the student's class average. Absences for any reason will seriously jeopardize the student's ability to pass and receive credit for a course.

The following is a suggested guideline for make-up work. However, make-up dates/timelines are specified by the teachers who must consistently apply the same make-up policies among the students in their classes.

- When a student has an excused absence for 1 day, they have 1 day to make up the work. For example, if a student is absent on Monday and comes to school on Tuesday, all of Monday's work, as prescribed by the assignment will be due on Wednesday, in addition to work assigned on Tuesday and due on Wednesday.
- The same formula holds true for 2 & 3 day excused absences. However, for more than 3 excused absences, make-up work will be handled on a case-by-case basis pending receipt of a Doctor's note.

II. ATTENDANCE DEFINITIONS

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

1. SCHEDULED INSTRUCTION

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

2. ABSENCES

- Excused: Absences for illness, religious holidays, sickness or death in the family, court ordered appearance, college visitations, attendance at health clinics or other medical visits, military obligations, other instruction as approved by the Superintendent.
 - If a student has 3 or more medical appointments in a 4-week period, a doctor's note is needed to count the absence as excused.
- Unexcused: Absences when for all other reasons, such as hunting, family trips, work, etc. even if a note is submitted to the nurse.

- Truancy: Absent from school without consent of parent or guardian.
- Early departure: The pupil leaves prior to the end of the pupil's scheduled instruction. This is considered an absence, and a note must be brought in explaining the reason for early departure.

3. TARDINESS

Students who arrive late to school must sign in at the Nurse's Office. A note signed by a parent or guardian, with phone number, must be presented at the time of arrival. The nurse will issue a pass so that tardy students are admitted to class.

Students who are late to a class are expected to present a signed pass from a teacher indicating the reason for lateness. Unexcused tardies carry consequences for students affecting the student's class participation grade. (See grading information in Section I and make-up information in Section III-C3). In addition, students who are late to class 3 times in a quarter will be issued after-school detention. Students who are chronically tardy will have consequences as set forth in section III-D of this policy.

- Excused: When a student is late to a class or to school for a legitimate reason. That student will present a pass to the classroom teacher signed by another teacher or a note from a parent, as defined in section 2.
- Unexcused: When a student is late to class or school and fails to produce a pass or a note. See definitions in Section II-2.

4. CLARIFICATIONS

- Students more than 15 minutes late to a class will be considered absent for that class.
- Students must arrive at school by 9:30 a.m. in order to participate in after-school activities unless the student has a legal excuse.
- Absences caused by conflicts within the school program (i.e. testing, athletic events, instructional field trips, etc.) will be resolved on an individual basis by the teachers and administrators involved and may not be counted as an absence. These arrangements should be completed in advance whenever possible. The staff member in charge must notify the attendance officer of the students affected by 9:00 a.m. on day of the scheduled event.

III. STRATEGIES AND INCENTIVES TO ENCOURAGE STUDENT ATTENDANCE

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

1. In cases of medical emergency or extended illness requiring more than two weeks absence from school, it is the responsibility of the parent or guardian to notify the school that such a condition exists and provide a doctor's note. Students and their families must make a request with the Guidance Counselor for a supervised program of home tutoring as soon as possible. After receiving medical documentation that a student's medical condition requires an extended absence from school warranting home tutoring, the district will provide a tutor for the student. Every two hours of supervised home tutoring will count as a day of attendance for the student.
2. Each marking period, the number of tardies and absences a student has accumulated in his/her classes will be recorded on the student's report card. The report card will serve as notification to students, parents and/or guardians of the student's attendance status.
3. At the end of each marking period, the attendance officer will review the total number of absences that a student has accumulated in each class. When a student

reaches a certain number of absences, the principal will notify parents or guardians by letter of the dangers of excessive absenteeism. Parents or guardians may request a meeting at that time if they wish.

4. Parents may request an attendance conference at any time. The purpose of this conference will be to review attendance records and to give students and parents an opportunity to verify absences, to assess the underlying causes of absences, and to develop a remedial plan to improve attendance. The emphasis in this conference will be on helping the student to correct the problems leading to absence. This may include referral to an appropriate social service agency, referral to counseling, participation in a dropout prevention program, etc.
5. Incentives may include monthly drawings for Perfect Attendance and awards at the end of the year for Perfect Attendance and Excellent Attendance.

In both cases, the definitions are as follows:

- ❖ Perfect attendance - present 100% of the time – no absences (excused or unexcused), no dismissals and no tardies, except tardies excused by another teacher or staff member for testing or curriculum purposes
- ❖ Excellent attendance - no more than 3 absences – either excused or unexcused. Three (3) tardies and/or dismissals = 1 absence.
 - In-school suspension counts as an absence for attendance award purposes.

B. NOTICE OF ABSENCES

If a student is to be absent on a school day, parents should call the Nurse's Office (652-1266) at the school by 9:00 a.m. to inform the school and by 10:00 a.m. to request assignments. If a pupil is marked as absent from school and if the school has not been notified of a pupil's absence, the district shall attempt to contact the pupil's parent(s) or person in parental relation to learn the nature of the pupil's absence and notify the parent that the pupil has not arrived at school. The student must present a written excuse, signed by parent/legal guardian, on the day he/she is returning to school following each absence. An absence will be considered unexcused unless school authorities are given a written note from the parent/guardian within three (3) school days or fourteen (14) calendar days of the absence, whichever comes first.

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

If attendance has not improved following the letter to the parent(s), a meeting will be held with the Principal. The purpose of this meeting will be to review attendance records, to give students and parents an opportunity to verify absences, to assess the underlying causes of absences, to develop a remedial plan to improve attendance and to establish an attendance contract that will prevent a loss of credit. The emphasis in the meeting will be on helping the students to correct the problems leading to absences. This may include referral to an appropriate social service agency, referral to counseling, participating in a dropout prevention program, etc.

C. MAKE-UP ASSIGNMENT PROCEDURE

1. All students are encouraged to obtain and to complete make-up assignments to compensate for their absences. Students must request make-up work from their teachers on the next day the class meets when the students return to school after the absence. Individual teachers will determine the make-up work required and establish both the procedures and the time guidelines. (Ordinarily, a student will have one day for each day absent to make up work.) Students who fail to follow these procedures and time guidelines will forfeit the right to make up work.
2. Excessive absence may seriously compromise the student's ability to pass and earn credit.
3. Tardiness is disruptive to the education of both the tardy student and to the other students in the class. In cases of repeated tardiness, students fail to demonstrate the appropriate learning behaviors required of students in a classroom. Excessive tardiness will impact the class participation grade that a student receives as part of their academic grade.

D. DISCIPLINARY CONSEQUENCES OF ABSENCES AND TARDIES

1. Whenever a student is absent from school for either the whole day or part of the day, the student is required to provide a written note from a parent or guardian explaining the reason for the absence. This note must be given to the school nurse on the day they return to school from an absence.
2. Attendance code violations (unexcused absences, truancies, class skips, and unexcused tardies) are disciplinary infractions that violate both the educational laws of New York State and the discipline and attendance policies of the school district. Consequences for such violations will be determined individually, and may include, but are not limited to the following guidelines:
 - 3 unexcused tardies to school and/or any given class in a quarter will result in 1 after-school detention (Teachers will keep track of their students' tardies and issue the detention).
 - 1st Violation (of a class skip) – 1 after-school detention will be assigned and parents will be notified.
 - 2nd Violation (of a class skip) – 2 after-school detentions will be assigned as well as a conference with the parents.
 - 3rd Violation (of a class skip) – will be handled by Administration on a case-by-case basis.
 - 2 lunch detentions will be equal to 1 after-school detention, if circumstances do not allow for an after-school detention.
3. Students who accumulate a total of 5 unexcused class absences in a quarter shall be deemed chronic attendance code violators.
4. Chronic attendance code violators are not be allowed to attend special school functions, such as: non-instructional field trips, including, but not limited to ski trips, club trips, work study, prom, senior trip, and dances.
5. For the purpose of disciplinary hearings, students classified as chronic attendance code violators will be addressed on a case-by-case basis and will be deemed to have committed serious infractions of the school's disciplinary code and such infractions may warrant more severe penalties. Subsequent attendance code violations will be dealt with progressively within the context of the school's disciplinary code. In addition, if deemed warranted, assistance from agencies such as social services will be contacted to address possible educational neglect.
6. A student who has been designated as a chronic attendance code violator may regain privileges by attending school regularly.

E. INCENTIVES

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

F. INTERVENTION STRATEGY DEVELOPMENT

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

IV. ATTENDANCE SUPERVISION OFFICER

The School Nurse shall be designated as the Attendance Officer. The Attendance Officer is responsible for gathering and inputting attendance data, pupil attendance records and initiating communication with the Principal to address unexcused pupil absence, tardiness and early departure.

V. ANNUAL REVIEW

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

Stamford Central School District

Adopted:

Revision Adopted: August 12, 2011

Revision Adopted: August 14, 2016

CHANGE OF ADDRESS/TELEPHONE

It is extremely important that every student maintain an up-to-date address and working telephone number record at the school office. Notify the main office immediately if you have a change of address or telephone number during the school year.

PLANNING TO MOVE?

Parents of elementary students should inform the teacher that they are moving. High school students should go to the guidance office the day before leaving school to pick up a Release Form. Students should take this form to each class, turn in books to each teacher, and have the teacher sign the form next to the proper class. Also, have the nurse record the number of days absent since the last marking period.

At the end of the day, the Release Form should be returned to the guidance office, at which time a copy will be made for you to take to your new school.

Records will be sent to the new school as soon as the new school notifies Stamford Central School of your enrollment. Records will be held up until all money and/or books are returned to us.

LUNCH PROGRAM

If you would like an application for the Federal Free or Reduced lunch/breakfast program, please contact the main office by calling 652-7301.

Breakfast is served 7:45 a.m. to 9:20 a.m.

Lunches are served between 10:50 and 12:45.

LUNCH PRICES

Full Lunch, grades K-5	\$2.25
Full Lunch, grades 6-12	\$2.50
Reduced Lunch25¢
Full Breakfast.....	\$1.50
Reduced Breakfast25¢
Adult Lunch	\$4.10

Snack Milk Ticket for 10 days

white or chocolate \$3.50

All K-12 students are allowed to buy any ala carte items off their account.

A menu is sent home with elementary students. Grades 7-12 can pick one up in the main office or library or view it on the SCS website.

CHARGES

We will allow the children to charge a lunch, however, we are not in a position to amass multiple charges. If your child does need to charge a meal, please be sure to send in the funds to cover the charge as well as money for the following days. After one courtesy charge, a peanut butter and jelly sandwich, fruit and white milk will be provided and charged until money is added to the account.

OPEN LUNCH

Students in grade 12 are allowed to participate in Open Lunch so long as they are passing all classes. Forms can be obtained in the guidance office.

CAFETERIA RULES

1. Students are to sit properly in seats and are to remain there until given permission to empty trays.
2. Students may leave the cafeteria only with permission.
3. Conversations are to be held in a reasonably quiet voice.
4. When instructed, students are to line up without running or talking.
5. Students are to keep areas free of litter. Spills are to be cleaned up.
6. Throwing of any objects is not permitted.
7. Hats are not allowed to be worn in the cafeteria.

BUS RULES

1. No standing or moving while the bus is in motion.
2. No yelling or foul language.
3. No throwing of anything.
4. No hands or arms outside windows.
5. Keep hands, feet and all possessions to one's self.
6. Obey the bus driver.

If any of these rules are disobeyed, the following consequences may result:

1. Driver warns student.
2. Letter sent home to parents.
3. Further Disciplinary action.

In cases of severe misbehavior (striking driver, starting fire, pushing door open, etc.) automatic loss of bus privileges may follow and the length of suspension will be determined by the Principal.

STAMFORD CENTRAL SCHOOL

Code of Conduct

I. Introduction

Consistent with our mission statement, the Board of Education is committed to providing a safe and orderly school environment where students may receive, and district personnel may deliver, quality educational services without disruption or interference, without bullying, harassment or discrimination. Responsible and respectful 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 (including athletic fields, playgrounds and parking lots), in school buildings, on a school bus/vehicle and at school functions.

These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, integrity and the new Dignity for all Students Act. 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 any student who substantially interferes with the educational process or 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 the school, or in or on a school bus.

"School function" means any school-sponsored extracurricular event or activity.

"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.

“Bullying” means a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. Bullying may be premeditated or a sudden activity. There are at least three types of bullying: verbal, physical and social/relational. It may be subtle or easy to identify, done by one person or a group. Bullying often includes the following characteristics:

1. Power Imbalance-occurs when a bully uses his/her physical or social power over a target.
2. Intent to harm-the bully seeks to inflict physical or emotional harm and/or takes pleasure in this activity.
3. Threat of further aggression-the bully and the target believe the bullying will continue.
4. Terror-when any bullying increases, it becomes a “systematic violence or harassment used to intimidate and maintain dominance.” (Barbara Coloroso, *The Bully, the Bullied & the Bystander*, 2003)

“Discrimination” means the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which a person belongs (as listed under Harassment as defined below).

1. **“Harassment” and “bullying”** shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that:
 - a. has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or
 - b. reasonably causes or would reasonably be expected to cause a student to fear for his her physical safety; or
 - c. reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
 - d. Occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Acts of harassment and bullying shall include, but not be limited to, those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.

2. “Cyberbullying” shall mean harassment of bullying as defined in subdivision seven of this section, including paragraphs (a), (b), (c) and (d) of such subdivision where such harassment or bullying occurs through any form of electronic communication.
“Emotional harm” that takes place in the context of harassment or bullying shall be defined as harm to a student’s emotional well-being through creation

II. Definitions (cont’d)

of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education. Such conduct shall include, but is not limited to, acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

“Hazing” means an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

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, weight, national origin, ethnic groups, religion, religious practices, mental or physical abilities, sexual orientation, gender identity or expression, and sex.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
4. A challenging education, free of disruption, in a safe and supportive school climate where students can learn and focus, rather than fear being discriminated against and/or verbally and/or physically harassed.

B. Student Responsibilities

All district students have the responsibility to:

1. Come to school on time and ready and willing to learn.
2. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
3. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
4. Attend school every day unless they are legally excused and be in class on time, and prepared to learn.
5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
6. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
7. Work to develop mechanisms to control their anger.
8. Ask questions when they do not understand.
9. Seek help in solving problems that might lead to discipline.
10. Dress appropriately for school and school functions.
11. Accept responsibility for their actions.

12. Students must recognize that younger students look up to them and follow their leadership. Therefore, they should hold themselves to the highest standards of conduct.

IV. Essential Partners

It is expected that parents, Board of Education members, teachers and administrators will work together to educate the children of Stamford Central School as a collaborative responsibility.

All parents/guardians are expected to:

1. Recognize the importance of their child(ren)'s education and to send them to school regularly, on time and ready to learn.
2. Instill in their children a supportive attitude towards the programs and rules of the school and promote positive relationships with others.
3. Maintain open communication between the home and school.

All school personnel are expected to.

1. Create and maintain a climate of mutual respect and dignity which will strengthen a student's self-concept and promote confidence to learn.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning, and an environment free of discrimination or harassment.
3. Maintain open communications between the school and home.

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. Parents, 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. Students who violate the Stamford Central School dress code shall be required to modify their appearance by covering or removing the offending item and replacing it with an acceptable item. Any student who refuses to do so shall be subject to additional discipline.

VI. Purpose

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:

A. Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:

1. Running in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.

X. Student Searches

The Board authorizes the superintendent, building principals, and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks, computer files and e-mail, and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

SAVE PROVISIONS AND DUE PROCESS

1. Under Education Law SAVE, teachers may remove “substantially disruptive” students by filling out a discipline referral form. Staff (LTA) may refer under SAVE through their teacher; for direct referral, they and others must refer to the administration again by filling out a discipline referral form. In all instances, common sense and good judgment should be the rule. In many circumstances, teachers and staff can diffuse the situation. In general, teachers are expected to maintain home contacts with potentially problematic students to promote good communication. If a teacher puts a student out of class under the SAVE provisions the teacher is expected to make an attempt to call home and follow up with a letter.
2. SAVE, the principal conducts a review of the incident within 24 hours and must find substantial evidence to overturn the action.
3. Four referrals to the office under SAVE must result in removal from program.

4. Refer to Education Law §2801.

**STAMFORD CENTRAL SCHOOL POLICIES, PROCEDURES &
ESTABLISHED PRACTICES
STUDENT GRIEVANCE PROCEDURE**

PROCLAMATION

In compliance with the standards set for the governing of civil rights, all students are protected under the following grievance procedures.

NOTE: Certain areas, which are within the scope of a professional teacher's responsibilities, are not subject to grievance (example: interpretation of a subject and/or work experience in the area of the teacher's expertise).

DEFINITION OF A GRIEVANCE

A grievance is a complaint regarding an alleged violation of a student's rights regarding grading, academic and laboratory work, dismissal, suspension, or student conduct.

GRIEVANCE PROCEDURE

- 1.1 A student or a group of students have the right to submit a complaint informally to the staff member involved. If no satisfactory resolution occurs, a formal written complaint may be filed with the building principal within five (5) school days of the complaint.
- 1.2 The building principal will conduct a hearing within five (5) school days of receiving the complaint and will respond in writing within five (5) school days of the hearing.
- 1.3 If the student and/or students are not satisfied with the settlement offered at the first level, an appeal may be made to the superintendent within 30 days after the event given rise to the grievance.
- 1.4 A hearing by the superintendent, with the student and faculty, will be held within five (5) school days of receipt of the appeal.
- 1.5 A decision will be made in writing by the superintendent within fifteen (15) school days.
- 1.6 If the student and/or group of students are not satisfied at the superintendent level, they may appeal to the final level, which is the Board of Education within 15 days of receipt of the superintendent's decision.
- 1.7 A hearing by the Board of Education will be held within 30 days of receipt of the written appeal and a decision in writing submitted within five (5) school days after the hearing.
- 1.8 Forms for appeals are available at the main office.

Revised a/o 9/10/2015

DASA Policy (Cyberbullying)

The Board is committed to providing a school environment that is free from harassment, bullying and discrimination. Harassment, discrimination, intimidation or bullying and acts of cyberbullying, as defined by New York Education Law Article Two and the Regulations of the Commissioner § 100.2 by students, staff or visitors toward students are strictly prohibited. Therefore, in accordance with such laws and regulations, conduct of this nature is subject to discipline in accordance with the District's Code of Conduct and the Internet Safety and Acceptable Use Policies.

Reports of harassment, bullying and discrimination shall be made to the Building Principal, Superintendent or the Principal's or Superintendent's designee. Students and parents/guardians may make an oral or written report of harassment, bullying or discrimination to District teachers or administrators.

District employees who witness harassment, bullying or discrimination, or who receive an oral or written report of harassment, bullying or discrimination, shall promptly orally notify the Building Principal, Superintendent or their designee not later than one school day after such employee witnesses or receives a report of harassment, bullying or discrimination. After oral notification, the District employee shall file a written report with the Building Principal, Superintendent or the Principal's or Superintendent's designee not later than two school days after making the oral report.

The Building Principal, Superintendent or their designee shall lead or supervise a thorough investigation of all reports of harassment, bullying or discrimination, and ensure that said investigation is completed promptly after receipt of any written reports made. In the event an investigation verifies harassment, bullying or discrimination, the District shall take prompt actions reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such harassment, bullying or discrimination was directed. Retaliation against any individual who, in good faith, reports or assists in the investigation of harassment, bullying or discrimination, is strictly prohibited.

Individuals whose behavior is found to be in violation of this policy will be subject to discipline or removal from the premises in accordance with school policy, including the Code of Conduct. If appropriate, individuals may also be referred to law enforcement officials.

The Building Principal shall make a regular report on data and trends related to harassment, bullying and discrimination to the Superintendent.

The Superintendent shall establish procedures and guidelines that will include, but not be limited to, staff training and professional development, the method of reporting an incident believed to be in violation of this policy, the procedure for investigation and the prohibition of retaliation for reporting an incident. The District shall also provide required instruction supporting development of a school environment free of harassment, bullying and discrimination having an emphasis on discouraging acts of harassment, bullying (including cyberbullying) and discrimination and including instruction in the safe, responsible use of the Internet and electronic communications.

The Board will review this policy from time to time, but no less than annually, and will make any necessary modifications as required by the applicable laws and regulations.

This policy and any amendments or addendums shall be published in the student handbook and on the District website. At least once each school year, the District shall provide all school employees, students and parents or persons in parental relation with a written or electronic copy of this policy and any other policy created by the District in compliance with the Dignity for All Students Act.

If the Superintendent or Principal designates a staff member to receive oral or written reports of harassment, bullying, or discrimination, then the Superintendent or Principal shall publish the name and title of the designee to the school community as an addendum to this policy.

Addendum:

Michelle Pindar and Kristin Basile, Guidance counselors, are Stamford Central School's designees to receive and investigate oral and written reports of violations of this policy.

Cross Reference: Anti-discrimination Policy; Sexual Harassment Policy, Code of Conduct; Internet Safety Policy; Acceptable Use Policy; NYS Educ. Law § 10-13; 8 NYCRR §100.2

**STAMFORD CENTRAL SCHOOL
COMMUNICATION GUIDELINES**

The Board of Education recognizes the right of community members to register individual or group concerns about matters involving the school. It is the intent of the District to resolve all concerns with only the parties involved, whenever possible. Public complaints about the school district will be directed to the proper administrative personnel. Complaints about specific classroom practices shall be directed to the teacher concerned. If the matter is not settled satisfactorily, the complainant shall then contact the building principal; if there is no resolution on this level, the Superintendent of Schools shall be contacted. The Superintendent shall refer the issue to the Board for final resolution. All matters referred to the Superintendent and/or the Board must be in writing. Concerns registered directly to the Board as a whole or to an individual Board member shall be referred as soon as is reasonably possible to the Superintendent for investigation, report and/or resolution.

1st Contact	2nd Contact	3rd Contact	4th Contact
Teacher*	Guidance Counselor	Ass't Superintendent/ Bldg Principal	Superintendent
Coach	Athletic Director	Ass't Superintendent/ Bldg Principal	Superintendent
Teacher*	Ass't Superintendent/ Bldg Principal	Superintendent	
District Clerk	Superintendent		
Treasurer	Superintendent		
Superintendent			
Food Service manager	Ass't Superintendent/ Bldg Principal	Superintendent	
Teacher*	Ass't Superintendent/ Bldg Principal	Superintendent	
Advisor	Ass't Superintendent/ Bldg Principal	Superintendent	
Supt. Of Bldg & Grounds	Ass't Superintendent/ Bldg Principal	Superintendent	
Nurse's Office	Ass't Superintendent/ Bldg Principal	Superintendent	
Guidance Office	Ass't Superintendent/ Bldg Principal	Superintendent	
Teacher*	Ass't Superintendent/ Bldg Principal	Director of Special Ed.	Superintendent
Bus Driver	Transportation Supervisor	Ass't Superintendent/ Bldg Principal	Superintendent

* To make an appointment for a teacher, call the main office at 652-7301.

PARENT REQUEST FOR STUDENT PLACEMENT

In assigning students to classes, teachers and administrators work together to seek the best possible placement for each individual student. Parents or guardians may share particular concerns via a written explanation of special needs or interests. These requests must be submitted to the main office by

May 15th. Parent wishes will be given consideration. However, it is at the sole discretion of the school authorities to make the final determination in any student placement.

CARE OF SCHOOL PROPERTY BY STUDENTS

This is your school. All staff and students need to work together to keep it clean. Except by special permission, food and beverages may only be consumed during lunch period. Glass bottles are not allowed on school grounds. All students must show respect and care for school property. Any property damage should be reported to the main office or the appropriate teacher. Acts of vandalism are crimes against the school district and the community that supports the school. Students who willfully destroy, damage or deface school property shall be subject to disciplinary action, and may be prosecuted to the fullest extent possible under the law. If a student damages school property, such student and/or his/her parents or guardian shall be required to pay the district for the value of the damaged property up to the limit of the law. State law permits parental liability for up to five thousand dollars (\$5,000).

Elementary Homework Guidelines

RATIONALE FOR ASSIGNING HOMEWORK:

- to teach independence
- to reinforce and practice skills taught in class
- to teach responsibility
- to teach time management
- to teach organizational skills
- to foster good work ethics

POSITIVE EFFECTS OF HOMEWORK:

- Increases achievement
- increases individual student responsibility and accountability
- improves communication between home and school on student progress
- promotes life-long learning

The Responsibilities of Students:

- write down assignments in assignment books (grades 3 through 12).
- make sure assignment instructions are understood.
- set a regular routine for completing written homework, reading, and studying.
- maintain the highest quality on homework assignments.
- take home all necessary materials, keep assignments and resources organized, and submit homework to school when due.
- be responsible for getting assignments when absent from school.
- be responsible for budgeting time to complete assignments when involved in extra curricular activities.

The Responsibilities of Parents:

- schedule a consistent homework, reading, and study time each day
- establish a study area with: minimal distractions, good space and light, necessary supplies and materials.
- encourage, motivate and guide your child, but please DO NOT DO THE ASSIGNMENT.
- communicate with your child=s teacher, giving feedback when there is a homework concern
- alert the school to any domestic stress factors that may affect the quality of homework and academic performance.
- contact the teacher when due to unforeseen circumstances or extended absences a student cannot complete an assignment.

The Responsibilities of Teachers:

- communicate clear expectations to students.
- post all assignments and provide time for students to record them in assignment books.
- ensure that resources and materials are easily obtainable for homework and projects.
- be available for parent communications and initiate conversations with parents over concerns.
- provide appropriate time for project completion and define levels of parent participation.
- allow one day for each day absent to make up assignments.
- use homework to reinforce and practice skills but not as a punishment.

Homework Guidelines for Grades K-2

Kindergarten

Parent and child should spend fifteen (15) minutes together. Examples of activities: work assigned to help child in weak areas, coloring, reading a book to child, practicing High Frequency words, having a child read his/her pre-decodable and decodable readers, printing letters and letter sound work.

Grade One

Parent and child should spend fifteen (15) minutes daily. Examples of activities: practicing word lists, reading supplementary books, coloring, talking, drawing, reading decodable books and working on weak areas.

Grade Two

Parents and child should spend an average of twenty (20) minutes together daily. Activities may include practicing word lists, reading decodable and other books, completing unfinished assignments, writing, learning math facts, working on weak areas, and completing projects.

Homework Guidelines for Grades 3-6

- 1) Starting in 3rd grade, homework should be completed individually and independently. Parents may provide guidance or assistance, but should not need to sit with the child for the duration of the assignment.
- 2) The 10-minute rule per grade guideline applies to grades 3-6. Students can expect the following average homework time per night:
 - a. 3rd Grade-30 minutes
 - b. 4th Grade-40 minutes
 - c. 5th Grade-50 minutes
 - d. 6th Grade-60 minutes
 - e.
- 3) Homework may include, but is not limited to the following assignments:
 - a. independent reinforcement of learned skills;
 - b. completion of unfinished class work;
 - c. comprehension-building activities
 - d.
- 4) Students are expected to be reading each night. The following framework applies, and is in addition to the grade level homework timeframe:
 - 3rd Grade-15 minutes
 - 4th Grade-20 minutes
 - 5th Grade-25 minutes
 - 6th Grade-30 minutes

Long term projects, study time for tests/quizzes and incomplete class work related to inattention are not included as part of the grade level time requirements

New class and group assignments will not be given over holidays, or vacation periods. Reinforcement skill activities may be required. Long term projects may be in progress i.e., book reports, test preparation, and scrapbooks.

GRADUATION REQUIREMENTS

Twenty two (22) units are required for graduation from Stamford Central School (for either a regents or advanced regents diploma). Two (2) units of credit are in Physical Education (each year is 2 units).

GRADUATION REQUIREMENTS

- | | |
|---|---|
| <input type="checkbox"/> English 9 | <input type="checkbox"/> 1st Year Science |
| <input type="checkbox"/> English 10 | <input type="checkbox"/> 2nd Year Science |
| <input type="checkbox"/> English 11 | <input type="checkbox"/> 3rd Year Science |
| <input type="checkbox"/> English 12 | <input type="checkbox"/> Global Studies I |
| <input type="checkbox"/> 1st Year Math | <input type="checkbox"/> Global Studies II |
| <input type="checkbox"/> 2nd Year Math | <input type="checkbox"/> American History |
| <input type="checkbox"/> 3rd Year Math | <input type="checkbox"/> Government & Economics |
| <input type="checkbox"/> Health (2 Cr) | <input type="checkbox"/> P.E.- 4 Yrs. (2 Cr) |
| <input type="checkbox"/> Art or Music- (1 Cr) | <input type="checkbox"/> Spanish-1 Cr |

TEST REQUIREMENTS- LOCAL DIPLOMA (I.E.P.)

- ___ English Regents (55-65)
- ___ Math Regents (55-65)
- ___ Global Studies Regents (55-65)
- ___ US History Regents (55-65)
- ___ Science Regents (55-65)
- ___ Second Language Proficiency Exam
OR 1 credit in Second Language

TEST REQUIREMENTS- REGENTS DIPLOMA

- ___ English Regents (65 or higher)
- ___ Math Regents (65 or higher)
- ___ Global Studies Regents (65 or higher)
- ___ US History Regents (65 or higher)
- ___ Science Regents (65 or higher)
- ___ Second Language Proficiency Exam
OR 1 credit in Second Language

TEST REQUIREMENTS-

ADV. DESIGNATION REGENTS DIPLOMA

- ___ English Regents
- ___ ___ ___ Math Regents
- ___ Global Studies Regents
- ___ US History Regents
- ___ ___ Science Regents

Plus additional course requirement:

- Spanish (3 Cr) OR
- 5-unit sequence in Occupational Ed or the Arts AND

1 credit in Spanish

Students entering Grade 9 September 2009 will need three math regents exams.

OCCUPATIONAL EDUCATION

This can be met by enrolling in a program at NCOC for two years or by completing a 5-unit sequence in business or art at SCS, beginning in 9th grade. All sequences in Occupational Education must include a course entitled "Career and Financial Management."

REGENTS DIPLOMA WITH HONORS

A Regents Diploma with Honors is figured as follows:

Average of the Regents Exams in English, US History & Government and Global AND the Regents exams in each sequence of math or science as well as the required courses in Spanish. This average must be a 90% or above.

ACCELERATED GRADUATION

1. During the spring of a student=s Sophomore year, the student entertaining the idea of accelerated graduation must discuss the advantages and disadvantages of such a decision with the Guidance Counselor before s/he develop their Junior year schedule.

Prior to September of his/her Junior year, it is the student=s responsibility to inform the Guidance Counselor in writing that s/he wishes to graduate early. A meeting must be arranged with the student, parents/guardian and the Guidance Counselor. The following decisions need to be made:

- a. Enroll in Government and Economics as a Junior or select appropriate college level courses from a pre-approved list to supplant Government and Economics.
- b. Select two appropriate English courses from a pre-approved list to supplant English 12. (College Courses cannot be taken until English 11 has been completed)

It is the student=s responsibility to register for these courses, including acquiring all necessary materials related to the courses.

3. It is the student=s responsibility to forward transcripts at the completion of his/her courses to the Guidance Counselor at Stamford Central School (which will more likely be in August). Credit cannot be awarded until an official transcript is received.
4. If a student graduates after June of his/her Junior year, s/he may be eligible to attend Baccalaureate and Commencement Exercises as an invited guest to recognize his/her high school achievements. In order to attend these exercises, the student must do the following:
 - a. Inform the Superintendent in writing, before April 1, that s/he wishes to attend the commencement exercises.
 - b. Attend all commencement rehearsals as scheduled by the school.Baccalaureate and Commencement Exercises will be the only school senior activities that an accelerated graduate will be invited to attend.
5. An accelerated graduate is entitled to all of the scholarship opportunities as other June graduates with whom s/he began his/her Junior year. It is the student=s responsibility to submit a scholarship application to the Director of Guidance by May 1 in the school year in which s/he graduate.

VALEDICTORIAN/SALUTATORIAN

It is the policy of the Stamford Central School Board of Education that the honor of the Valedictorian and Salutatorian titles be awarded only to students that have been continuously enrolled during their Junior and Senior years at Stamford Central School. In the event that a student does not qualify for the Valedictorian or Salutatorian title, s/he will receive the appropriate rank based on grade point average.

MARKING SYSTEM

Scale of 0-100

FINAL AVERAGE is computed by finding the average of the four quarterly marks and the final exam or Regents, if applicable.

COURSE CREDIT will be given for a course if the final grade, which is comprised of the average of the four quarters and final exam/ regents, is 65% or higher.

In the event that an unsuccessfully completed course is re-taken and passed, the previous grade is removed and replaced by the successful grade.

If a Regents is re-taken and a higher grade achieved, the new grade is recalculated with the four quarter grades.

If a student wants to challenge a Regents for course credit, the student must have prior permission from the Superintendent and from the course department. Also, a project must be completed prior to taking the exam, and an 85% must be attained in order to receive course credit. Science courses also require the 1200 minutes of Lab work. A student can earn up to 6 2 units of credit by challenging Regents exams.

SUMMER SCHOOL: Course credit for classes taken during Summer School will be granted when the average between the regular school year course and the same course taken during summer school is 65% or higher.

When CUMULATIVE AVERAGES are figured, an unweighted system is employed. All credit-bearing courses are averaged except for Careers and Term Papers. The sum of the grades for courses attempted is divided by credit attained for those courses. For partial credit courses, only that fraction of the grade equal to the amount of credit is used in figuring the sum. For example, a grade of 80 in a 2 credit course would have 40 added to the sum.

HONOR ROLL

Cum Laude:	94.5-100
High Honor:	89.5-94.4
Honor:	84.5-89.4
Merit:	79.5-84.4

Note: A student is not eligible for Honor Roll if failing a subject.

**Please note that the calculation for honor roll is different than the calculation for GPA. Honor roll is based on one quarter's grades while the GPA is based on cumulative grades since the first quarter of 9th grade. Further, grades for honor roll calculation are a straight average whether the class meets every day or meets less frequently.*

PROMOTION POLICY

1. Students in grades 7 and 8 will be promoted on the basis of having passed at least two (2) of their four (4) core courses, one of them being English.
2. To be in 9th grade, a student must have passed two of the four core subjects, one of them being English 8.
3. To be in 10th grade, a student must have gained 4 units of credit and have passed English 9 and Global Studies I.
4. To be placed as a Junior, a student must have passed English 9 and 10, Global Studies I and Global II, and have earned 8 units of credit.
5. To be a senior, a student must have earned 13 units and must have passed English 9, English 10, English 11 as well as Global Studies I and Global Studies II.

In any event, discretion will be used in placing a student in the next grade.

DROPPING/ADDING A COURSE

ADDING A COURSE:

1. A student may add a course during the first three (3) weeks of the course offering.
2. A student may add a course only with written permission from the teacher and administration at the start of the fourth week and thereafter.

DROPPING A COURSE:

1. A student may drop a course during the first three (3) weeks of the term of the course.
2. A student may not drop after three (3) weeks.
3. In order to drop a course, a "pink slip" must be obtained in the guidance office, and a parent must sign it.

INCOMPLETES

In the event that a student receives an "incomplete" in a course for a given marking period, the student has until the next interim period to make up incomplete work. It is the student's responsibility to pursue this.

REPORTING TO PARENTS

Reporting to parents is handled through a formal report card, letters, e-mails, or telephone calls from teachers and the guidance counselor (grades 7-12) and at the parent-teacher conference in November.

Report Cards are issued at 10-week intervals.

Deficiency Reports and Progress Reports are sent at 5-week intervals or at any time that the teacher deems necessary.

Parent-Teacher Conferences are held at the end of the first marking period. Parents who would like to meet with teachers for this conference day should call the guidance office about one week prior to set up an appointment.

Any parent wishing to have a conference with a teacher during the school year may contact the guidance office for secondary and the classroom teacher for elementary students to set up an appointment.

Oquaga Chapter of the National Honor Society

SELECTION POLICY:

The following criteria are used to evaluate and select candidates for election into the National Honor Society, Oquaga Chapter, Stamford Central School.

CANDIDATES:

Membership is open to any qualified sophomore, junior or senior. Academic eligibility is determined at the close of the first semester of each year. In order to be considered for membership a student must have cumulative grade point average (GPA) (from the beginning of ninth grade) according to the following chart:

<u>Candidates seeking selection during the</u>	<u>Must have maintained a GPA of academic year of at least:</u>
2010-2011	85
2011-2012	85
2012-2013	86
2013-2014	87

In order to remain as a member in good standing of the Oquaga Chapter of National Honor Society; the student will be required to continue to maintain the cumulative GPA requirements for the academic year in which they were inducted into membership.

A candidate must have attended Stamford Central School for at least one semester before being considered for membership. Students who transfer into Stamford Central School and are members of another chapter of the National Honor Society automatically become members of the Oquaga Chapter; however, they must continue to satisfy all requirements for membership in this chapter.

Students who are eligible scholastically are notified and given the opportunity to provide information about extracurricular activities, community service and work experience. In addition, secondary faculty members, advisors and coaches are invited to contribute comments about the candidates.

The final selection decisions are made by a Faculty Council composed of five faculty members appointed by the Principal.

While determining selection the following areas are considered:

Service:

- Willingness to render any service when called upon to do so.
- Willingness to do committee or staff work.
- Participates in outside activities.
- Works well with others.

Leadership:

- Promotes school activities.
- Resourceful, helpful, dependable worker in suggesting and applying new ideas.

- Inspires positive behavior in others, is a positive role model.
- Successfully holds positions of responsibility.

Character:

- Meets responsibilities and obligations promptly.
- Consistently exemplifies desirable qualities of behavior.
- Demonstrates high standards of honesty and reliability.
- Shows courtesy, concern and respect for others.

Scholarship:

- Contributes and is aware in class.
- Applies necessary effort to succeed academically.
- Is able to use material in a logical fashion, draw conclusions.
- Willing to extend knowledge beyond classroom level.

Each candidate is individually considered by each member of the Faculty Council and is given a numerical ranking from 1 to 4 for each area listed above as follows:

4 – exceptional, creative, unusual, outstanding

3 – receptive, construct, productive

2 – cooperative, but passive

1 – negative, nonproductive

Each item listed is ranked and the four areas of service, leadership, character and scholarship are rated equally. In order to be selected, the candidate's overall score must be 2.9 or above. No single score for any category may be lower than 2.7. The individual ranking of each member of the Faculty Council are combined to reach these scores.

RECOGNITION:

Graduating National Honor Society members, in good standing, shall be visually recognized at graduation ceremonies; by wearing an additional item noting their distinction (ex. Gold cord, gold tassel or NHS collar.)

NON-SELECTION:

Selection for membership is an honor. If it were not, there would be little desire to achieve it. A person has no legal claim of entitlement of such an honor. Each candidate is chosen from among all who are eligible for consideration. No quotas of any kind are used to determine selection. All students must have a

fair and equal opportunity to be considered, but not to be chosen.

The school, the Faculty Council and the National Honor Society have no obligation to share with parents and students any information concerning selection or non-selection of specific students. However, the selection policy, stated above, is public information and will be courteously explained to any interested party by the Principal or the Faculty advisor of the National Honor Society. The specific comments and scoring concerning all candidates will be kept confidential during the selection process and will not be retained after the selection is complete.

It is important for parents and students to realize that although all decisions of this type have some subjective aspects, the Faculty Council takes every possible means to make its decisions impartially and fairly. Parents and students should understand that no student has a right to be selected for membership and that the Faculty Council has been entrusted with selection decisions.

Students and parents contesting non-selection are not entitled to a hearing by the Faculty Council, the school, or the parent organization of the National Honor Society. If in any instance the policy of selection and non-selection stated above should deviate from the official regulations of the National Honor Society, the official regulations shall prevail.

Stamford Central School

Revised: October 13, 1994

Revised: November 10, 2010

NO CHILD LEFT BEHIND POLICY

Pursuant to the Federal No Child Left Behind Act signed into law, the school district must disclose to military recruiters and institutions of higher learning, upon request, the names, addresses and telephone numbers of our high school students. However, the district must also notify parents of their rights and the rights of their children to request, in writing, that the district NOT release such information if it is requested. A form will be sent home to all parents of students in grades 11 and 12 the end of August with student schedules. Parents have until October 1 to return this form if they would like their child=s name withheld from the list.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Under the Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, only parents or eligible students, meaning any student that has reached 18 years of age, have the right to see educational records pertaining to the student. State Law prohibits the use of student social security numbers for public listing of grades, class rosters, or other lists provided by directories except otherwise specifically authorized or required by law or specific permission. More information is on file in the school main office.

PARENTS RIGHT TO KNOW

Parents may request information regarding the professional qualifications of the student's classroom teachers and whether the child is provided services by a paraprofessional (and if so, their qualifications). Requests must be submitted in writing to the Principal.

HOMELESS STUDENT AND UNACCOMPANIED YOUTH NOTICE OF DUTIES OF LOCAL EDUCATIONAL LIAISON

The Stamford Central School District has appointed a Homeless Student Local Educational Liaison. This liaison will assist the homeless students and the parents or guardians of such students to coordinate services. Furthermore, they will fully inform all individuals of rights and responsibilities in accordance with the McKinney-Vento Act. The liaison can be reached at (607) 652-7301. More information is on file in the school=s main office.

S.C.O.P.E. Stamford Central Organization of Parents and Educators.

The purpose of S.C.O.P.E. is to involve the community and the parents actively in their child's educational program. S.C.O.P.E. also provides opportunities to discuss common concerns about raising children and distributes information about school programs as well as key issues facing parents and children.

S.C.O.P.E. sponsors various elementary sports programs, roller skating outings, swimming outings, and picture day at SCS. Meetings are held once a month.

BOOSTER CLUB

The Stamford Booster Club is very active. Its members are parents of any school athlete, on any sport, at any level, community members, students, teachers, and coaches.

Fund raisers have included T-shirt/sweatshirt sales, sponsoring the Mayors Cup Soccer games, Christmas Tournaments, 50/50 raffles, and selling refreshments at ball games.

All proceeds from fundraisers are used for the betterment of extra-curricular athletics in the Stamford Central School District. They also sponsor the athletic banquet and Camperships in the amount of \$50 each are handed out to athletes by a random drawing. Athletes must fill out an application to qualify for this drawing.

New members are welcome, including students.

NOTICE OF ABSENCES

If the student is to be absent on a school day, parents should call the Nurses= Office (652-1266) at the school by 9:00 a.m. to inform the school and to request assignments. If the pupil is absent, and the school is not notified, the district will notify the parent that the pupil has not arrived at school.

RE-ADMISSION ROUTINE

In grades K-12, attendance matters are processed through the office of the school nurse for health and attendance. The basic steps are:
The K-6 pupils should report to nurse/attendance office immediately upon re-entering, with a parental excuse, to obtain a pass to class.

The 7-12 pupils should report to the nurse/attendance officer immediately upon re-entering, with an excuse signed by a parent. The nurse will give them a pass to class. An absence will be considered unexcused unless school authorities are informed otherwise in writing pursuant to the Attendance Policy.

Attendance Certificates will be presented based on the following criteria:

- Perfect attendance - present 100% of the time – no absences (excused or unexcused), no dismissals and no tardies, except tardies excused by another teacher or staff member for testing or curriculum purposes
- Excellent attendance - no more than 3 absences – either excused or unexcused. Three (3) tardies and/or dismissals = 1 absence.
- In-school suspension counts as an absence for attendance award purposes.

SCHOOL PHYSICALS

Regular school physicals will be given to students in Kindergarten, 2nd, 4th, 7th, and 10th grades and all new students. Also, any student going out for a sport will need a physical.

STUDENT VISITORS

If you would like a friend or relative to visit school with you, you must follow the rules listed:

- 1) Obtain a form in the secondary/main office at least one day before the person is to visit.
- 2) All of your teachers are to sign this form, approving of the visit.
- 3) Return the form to the main office.
- 4) They are only allowed to visit for half a day.
- 5) They are only allowed to visit once during a school year.

INSURANCE FOR STUDENTS

The school insurance plan is a secondary coverage for anyone with any private insurance and is primary coverage for anyone without private insurance. Through this plan, all students are covered for any accidental injury incurred while attending school or any school sponsored activity. All accidents have to be reported on the day they occur, either to the school nurse or the adult in charge at the time of the injury or they will not be covered by this insurance. Any injuries resulting from fights between students or fooling around between students are not covered.

STUDENT CARS

Students who drive cars to school may not use the school parking lots. The limited space available is needed for school staff/personnel and our visitors.

Please do not allow your child to drive to school if he/she cannot abide by this rule.

EMERGENCY CLOSINGS

All students will be called in the event of a school closing, so it is important that you keep your contact information updated as changes happen. The following stations may

also be used:

RADIO STATIONS:

WSKG 88.7 FM WRIP 97.9 FM
WSRK 103.9/104.9 FM WZOZ 103.1 FM WDHI 100.3 FM

TV:

WRGB (CH 6) News 10 NOW
WBNG (CH 12, Cable CH 3) WICZ FOX 40
WKTV (Cable CH 2)

WEBSITES:

www.wbng.com www.wciz.com
www.wrgb.com

ROBO Call- A call from the school to parents

Please do not call school. Phone lines need to remain open for emergencies.

The decision to close school is a collaborative effort involving the following parties: Head Custodian, Transportation Supervisor, Superintendent of Schools, Principal, Town Highway Superintendents, N.Y.S. Transportation Department, County Transportation Department and surrounding school districts. General rule of thumb is to have a decision made prior to 5:30 a.m. in an effort to give ample notice to parents. In addition, we check at 6:30 a.m. in the event there is an abrupt change in weather conditions.

In the event of a delayed opening, we ask for cooperation in the following ways:

- a) Please listen closely to one of the above media channels.
- b) Please do not send children who walk to school until the indicated time in the event there is a change to close.
- c) Children who ride the bus should listen to one of the media channels for any changes to prevent waiting in bad weather for a bus.

PLAYGROUND AND RECESS RULES

Students should follow the instructions of adults on the playground at all times.

- No hitting, pushing, rough play
- No hands on other students (physical contact)
- No name calling
- Use equipment appropriately
- Wear appropriate clothing including footwearB this includes the gym areas
- During the winter, there is to be no kicking or throwing of snow

Appropriate dress for the weather conditions is required. (Example: below 50 degrees, wear jackets. Gloves, hats, snow pants and boots in winter.) Students who are not allowed to participate at recess due to medical reasons need a doctor=s note on file in the health office. Arrangements will then be made for an alternate placement during recess.

STUDENT CELL PHONE USE AND POSSESSION POLICY

1. Student possessed cell phones must be off and out of sight during class periods. Cell phones may be used in between classes and in the cafeteria during lunch periods. For safety reasons, students are expected to remain stationery while using cell phones.
2. Cell phones are never to be used and must be kept out of sight at all times in any area in which an individual has a reasonable expectation of privacy including, but not limited to, rest rooms, locker rooms, and showers. This prohibition applies at all times during school and non-school hours.
3. Students may never use a cell phone to interfere with instructional activities or to inappropriately text-message. All forms of "sexting" are prohibited.
4. In the event a student violates this policy, the faculty/staff member will give a warning and remind the student to comply with the policy. The next time, the teacher will take the phone and give it to the guidance secretary. The guidance secretary will document the student name and date and the student may pick up the phone at the end of the day. This is the practice for the 1st and 2nd offense. If there is a 3rd offense, the phone will be given to the guidance secretary, and the parent will be called to come and pick up the phone. If the student refuses to give the phone to the faculty/staff member, the parent will be called and after school detention will be assigned for insubordination.

Elementary students (grades PreK-6) are to have their phones off and out of sight for the whole school day (8 am – 3 pm).

LOCKER POLICY

All school lockers assigned to students are the property of the Stamford Central School. Copies of all locker combinations shall be kept in the main office and in the office of the school guidance counselor. At no time does the Stamford Central School District relinquish its exclusive control of lockers provided for the convenience of students.

The District retains the right to inspect student lockers for any reason at any time without notice, without student consent and without a search warrant. Such searches may be conducted by school officials with or without the presence of law enforcement personnel.

TRANSPORTATION POLICY FOR DISTRICT STUDENTS

Transportation for eligible students will be provided only at consistent pick-up and drop-off points. Unless in an emergency, daily changes will not be honored. A phone call is necessary in case of an emergency. Parents may pick up or drop off students (in the upper parking lot) provided there is a written note. This policy has been adopted as a result of the unusually large number of requests we have received to have children dropped off or picked up at places other than their home. It has become difficult to notify the bus drivers of all the changes and results in confusion and delays.

USE OF SCHOOL FACILITIES

School rooms and facilities are available for use when properly supervised. For special functions, a "Building Request Form" must be filled out and submitted to the Superintendent for

approval before the building can be used. The forms are available in the main office. When the cafeteria kitchen is used, one of the cafeteria staff must be present to supervise.

MEDICAL RESTRICTIONS

When a student submits a medical restriction for any purpose which indicates the student may have a physical impairment which impacts the student's ability to participate in school activities, the District needs to investigate all areas impacted by the restriction. In other words, if the District receives a medical note indicating the student has a broken arm and needs a scribe, the District must determine to what degree the student can participate in physical education or extra-curricular activities if the medical note does not address it. The additional medical clarification is for the purpose of properly accommodating the student's needs and fostering a safe environment for the student. Depending on the student's physical impairment, the District may also make a referral to the Committee on Special Education, or the 504 Team to consider the additional need for an accommodation plan.

A MESSAGE FROM THE STAMFORD CENTRAL SCHOOL BOARD OF EDUCATION

Please carefully read the Bassett School Based Health Clinic waiver before signing it due to the fact that according to New York State Law, by signing the waiver you are relinquishing some of your rights to know about health decisions concerning your children.

Respectfully,

Darby Hartwell, President
Michael Kane, Vice President
Ellen Hager, Member
Tami Fancher, Member
James Eklund, Member

Sexual Harassment Policy

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

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

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

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

Employees or students who have complaints of sexual harassment by anyone in the school environment, including any supervisors, co-employees, students, or visitors are urged to report such conduct to the compliance officer so that the district may investigate and resolve the problem. If the complaint involves the compliance officer, or if the person for any reason is uncomfortable in dealing with the compliance officer the employee or student may go to the superintendent or person appointed by the superintendent to handle the complaint.

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

The district will endeavor to maintain the information provided to it in the complaint and investigation process as confidentially as possible, consistent

with the laws of the State and, if applicable, the collective negotiations agreement.

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

Stamford Central School
Adopted Board of Education Meeting
September 2002

DRESS CODE

Statement of Purpose:

A student will maintain personal attire and grooming standards that promote safety, health, and modesty, and are not disruptive to the educational environment.

A. SHIRTS

1. Shirt straps must measure at least 2” wide.
2. Shirts worn outside the waistband must be of sufficient length that no flesh is exposed when the student fully extends one arm above the head.
3. No off the shoulder shirts.
4. No low cut revealing tops.
5. No see-through or sheer shirts unless worn over a shirt that meets the dress code requirements.

B. PANTS

1. No extra long pants.
2. No low slung pants exposing underwear
3. No holes, rips, or tears are permitted in “inappropriate” places. (i.e. crotch, seat, etc.)

C. SHORTS/SKIRTS/DRESSES/JUMPERS/SKORTS

1. Must reach the “mid-point” of the thigh or below, (must extend beyond the longest finger when you hang your arms relaxed at your side.
2. The top of the dress must meet the shirt requirement of the dress code or have a shirt beneath it that does.
3. Slits in skirts may not be longer than a dollar bill’s length above the knee.
4. No low slung skirts exposing underwear.

D. COATS/JACKETS/SWEATSHIRTS

1. All winter coats and jackets must be removed and put in student’s locker upon arrival at school. Students are not permitted to wear or carry these clothing articles with them during the day.

E. OTHER GENERAL REQUIREMENTS

1. All clothing should be clean and in good repair.
2. No head coverings are permitted (exceptions may be made for traditionally recognized religious observation). This includes hats, do-rags, hoods, sweatbands, stockings, etc. Students may not have in their possession a hat or headwear during the school day. These should be placed in your locker upon arrival at school. Hooded sweatshirts may be worn without the hood being worn.
3. No industrial or pet chains or collars around the neck, wrists, or waist or chains attached to wallets or belts are permitted.

4. Clothing that displays the names or advertisements of drugs, alcohol, or tobacco products, profane, vulgar, violent, illegal, immoral, or hate messages, or sexual innuendo is prohibited. Examples of some inappropriate displays include but are not limited to the following: sexual innuendos-hooters, Big Johnson, coed naked. Hate symbols-Nazi emblems, KKK. Illegal activities - Drink till you drop, the more I drink, the better you look. There can be and are many others. Students who have a question about the appropriateness of their clothing should consult a building administrator.
5. Accessories must not disrupt the educational process or draw undue attention to the individuals. They must be free of offensive or suggestive words or graphics, and contain no references to drugs, alcohol, tobacco, illegal/immoral substances or activities.
6. Footwear must be worn at all times.
7. Students are not allowed to wear, carry, or display gang paraphernalia.
8. No sunglasses may be worn or visible at any time during the day.
9. Spirit group uniforms worn to attend class must meet all dress code requirements.

F. STUDENT RECOMMENDATIONS

1. Students are responsible for dressing appropriately for seasonal conditions.

Not all dress code infractions have been listed. Disciplinary action may be taken with student dress that is deemed inappropriate when referencing the Dress Code Statement of Purpose. It is the discretion of the administration and/or faculty as to what is appropriate for the Lbe asked to comply with Dress Code rules. If the student does not comply, he/she will be reported to their administrator. Corrective action(s) (i.e. changing clothes) and/or other disciplinary consequences will be required.

ALMA MATER

Although Delhi always favored,
The Delaware Waters blue,
And the boys and girls of Hobart
To the Valleys they are true,
We will own the mountains splendor
And in glory they'll delight,
While Stamford stands defender
Of the Purple and the White.

Through the four long years of high school
Midst the scenes we see revolve,
And the problems in our studies,
We daily seek to solve,
Or we win athletic vict'ries,
On the baseball field so bright,
Still we work for dear old Stamford
And the Purple and the White.

As the cares of life o'ertake us,
Wearing fast our lives away,
Should our dearest hopes betray us,
And opponents hold the sway,
Still we'll banish care and sadness
And our hearts with joy grow light,
Thinking of those days of gladness
'Neath the Purple and the White.

