

# **SALEM CENTRAL SCHOOL**

**PK - 12**

## **Student - Parent Handbook**

**2022 – 2023**



PO Box 517  
41 East Broadway  
Salem, NY 12865

<http://www.salemcasd.org>



**Washington Academy**  
SALEM CENTRAL SCHOOL DISTRICT  
P.O. Box 517  
Salem, New York 12865

September 2022

Dear Parents and Students,

The information in this handbook is intended to help you become familiar with the philosophy and goals of our school and to give you a clear understanding of the policies, procedures, rules, and expectations which we ask all of our students to follow. In addition to the guidelines contained herein, expectations for behavior in the classroom, lunchroom, playground, etc. will be described and discussed with students during the first few days of school. Students and parents are encouraged to review this handbook every year to be informed of the updates to policy and expectations that often occur. Sections with updates this year are noted in the table of contents.

Our entire faculty and staff are here to provide you with assistance and to help you find answers to questions that may not be addressed in the handbook.

It is our intent to continually share important information about our school with students and parents. The school and home are partners with regard to student growth and development and we need to work closely together to ensure success. Frequent communication between teachers, students and parents is essential. As part of our ongoing effort to enhance communication, newsletters and calendars are regularly sent home and posted on our website by the district, classroom teachers, and our offices. Please read all of these documents so you are aware of expectations and upcoming events in the District.

We encourage parents to review this handbook with their children. If after reviewing this handbook, you find that you have questions or concerns, do not hesitate to contact either the elementary office at (518) 854-9505 or the high school office at (518) 854-7600.

We are looking forward to working with you and enjoying a successful school year!

Mrs. Karen Jones  
PreK-6 Principal  
[kjones@salemcsd.org](mailto:kjones@salemcsd.org)

Mr. Damian Switzer  
Interim 7-12 Principal  
[dswitzer@salemcsd.org](mailto:dswitzer@salemcsd.org)

# PK-12 Student Parent Handbook 2022-2023

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### School Administration:

**Ms. Julie Adams, Superintendent**

**Mr. Damian Switzer, Interim Principal 7-12**

**Mrs. Karen Jones, Principal PreK-6**

**Mrs. Michele Crandall, Director of Pupil Personnel Services**

Superintendent's Office	Regina Eastman, Secretary	854-7855
High School Office	Lori Patrick, Secretary	854-7600
Elementary Office	Amy Tiftt, Secretary	854-9505
Guidance Department	Kristin Eastman, Counselor	
	Kaelan Glass, Counselor	
	Laura LeBlanc, Secretary	854-6010
CSE Office	Kaitlyn Maloney, Secretary	854-6020
Psychologist	Jocelyn Nolan	854-6000
Health Office	Sandi Braymer, School Nurse	854-6023
Cafeteria	Wendy Cary, Manager	854-6040
Transportation	Joe Wilbur, Supervisor	854-7419

## Salem Elementary School and Salem Washington Academy Staff

### ADMINISTRATIVE STAFF

Ms. Julie A. Adams, Superintendent  
Mr. Damian Switzer, Interim 7-12 Principal  
Mrs. Karen Jones, UPK-6 Principal  
Mrs. Michele Crandall, Director of Pupil Personnel  
Services

### BOARD OF EDUCATION MEMBERS

Mrs. Anne Dunigan, President  
Mrs. Heidi Kirchner, Vice President  
Mr. Daniel Snyder  
Mr. Peter Thomas  
Mrs. Andrea Harrington

### ELEMENTARY FACULTY

Mrs. Jennifer Russo	UPK
Mr. Michael Stalter	UPK
Mrs. Paula Bourgeois	K
Mrs. Alexis Keenan	K
Mrs. Tiffany Sleasman	K
Mrs. Susan Greene	1
Mrs. Loral Keys	1
Mrs. Amy Frolish	2
Mrs. Jaclyn Nolan	2
Mrs. Mandi Ridler	2
Mrs. Stacia Bonanno	3
Mr. Brian Talmadge	3
Mrs. Mary Skelly	4
Mrs. Cindy Rogers	4
Mr. Treavor LeBlanc	5
Mr. McClean Merryman	5
Mrs. Suzanne Washburn	6
Ms. Dori Flint	6
Ms. Taylor Grupinski	Music LTS
Mr. Connor West	Physical Ed.
Mrs. Melissa Slavin	Art (BOCES)
Mrs. Tina Luke-Byk	Rem. Math
Mrs. Valeda McLenithan	Rem. Reading
Mrs. Meredyth Junco	Rem. Reading
Mrs. Colleen Mavica	Special Ed.
Mrs. Catie Kwak	Special Ed.
Mrs. Dawn Miner	Special Ed.
Mrs. Tara Caligure	Special Ed.
Mrs. Erin Lozier	Special Ed.
Mrs. Kellaine O'Malley	Sp. Therapist
Mrs. Bridget Thomas	Sp. Therapist
Mrs. Stacy Riche	Occ. Therapist
Mrs. Barbara Pratt	Phy. Therapist
Ms. Kaelan Glass	5-8 Counselor

### SECONDARY FACULTY

Ms. Anna Courtney	English
Ms. Vicki L. Perkins	English
Mr. Jason LaSelva	English
Ms. Molly Byron	English
Ms. Jane Daly	Social Studies
Mr. Jason Groark	Social Studies
Mrs. Vicki R. Perkins	Social Studies
Mr. Robert Carr	Science
Mrs. Carol McPhee	Science
Mrs. Dawn Parker	Science
Mr. Steve Dalton	Science/Math
Mrs. Rebecca Baker-Johnson	Math
Mr. Frank Fronhofer, II	Math
Mrs. Sherry Conners	Math
Ms. Jessica Best	Math
Mr. Chris Fronhofer	Language
Mrs. Laurie Fronhofer	Language
Mrs. Colleen Fish	Busi/6preCTE 8 H&C
Mrs. Amy Maxwell	Ag/Work Exper. Coord.
Mr. Todd DeSoto	Technology
Mr. Randy North	Art
Mr. Zachary Eastman	Music
Mr. James Howenstein	Physical Ed
Mrs. Miriam Nestle	Physical Ed/Health
Ms. Danielle Folino	Reading Specialist
Mrs. Erin Underwood	Special Ed.
Mr. William Moore	Special Ed.
Mrs. Julie Northshield	Special Ed.
Mrs. Karen Keefe	Special Ed.
Ms. Rebecca Quinn	Special Ed.
Mrs. Karen Fronhofer	Librarian K-12
Mrs. Kristen Eastman	Guidance Counselor
Mrs. Francesca Telesco	Social Worker
Mrs. Sandi Braymer	School Nurse





# 2022-2023 SCHOOL YEAR

## Calendar at-a-Glance

July 22	August 22	September 22	October 22
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
November 22	December 22	January 23	February 23
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March 23	April 23	May 23	June 23
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LEGEND
No school for students and faculty
Emergency Early Release Day
Regents Testing Day
Superintendent's Conference Day (no school for students)

IMPORTANT DATES
7/4 ..... Independence Day
9/1 ..... Superintendent Conference Day
9/2 ..... Superintendent Conference Day
9/5 ..... Labor Day
9/6 ..... Classes Begin
10/10 ..... Columbus Day
11/10 ..... Emergency Early Release Day
11/11 ..... Veterans Day
11/23-25... Thanksgiving Recess
12/23 ..... Holiday Recess Begins
1/2 ..... New Year's Day Observed
1/3 ..... Classes Resume
1/16 ..... Martin Luther King, Jr. Day
1/24-1/27.. New York State Regents Exams
2/20-2/24.. Mid-Winter Recess
4/7 ..... Good Friday
4/10-4/14.. Spring Recess
3/17 ..... Superintendent Conference Day
5/29 ..... Memorial Day
6/14-6/16.. New York State Regents Exams
6/19 ..... Juneteenth Observed
6/20-6/22.. Regents Testing
6/23 ..... Regents Rating Day
6/23 ..... Graduation

### TELEPHONE DIRECTORY

<b>Superintendent's Office</b> .....518-854-7855
Julie Adams ..... Superintendent
Regina Eastman ..... Secretary
<b>Business Office</b> .....518-854-7532
Karen MacGregor ..... Business Manager
Tina Beattie..... Treasurer
<b>High School Office</b> .....518-854-7600
Damian Switzer..... Interim Principal
Lori Patrick..... Secretary
<b>Elementary Office</b> .....518-854-9505
Karen Jones .....Principal
Amy Tift ..... Secretary
<b>Special Education Office</b> .....518-854-6020
Michele Crandall..... Director of Pupil Personnel
Kaitlyn Maloney ..... Secretary
<b>Guidance Office</b> .....518-854-6010
Kristin Eastman..... Guidance Counselor
Kaelan Glass..... Guidance Counselor
Laura LeBlanc..... Secretary
<b>Transportation Office</b> .....518-854-7419
Joe Wilbur ..... Transportation Supervisor
<b>Health Office</b> .....518-854-6023
Sandi Braymer, RN..... School Nurse
<b>Cafeteria</b> .....518-854-6040
Wendy Cary ..... Food Service Director

MARKING PERIODS		
	Start	End
Quarter 1	9/06/22	11/10/22
Quarter 2	11/14/23	1/27/23
Quarter 3	1/30/23	4/6/23
Quarter 4	4/17/23	6/22/23

### ELEMENTARY PARENT/TEACHER CONFERENCES

10/27/22, 11/02/22, 11/08/22

**PK-12 Student Parent Handbook  
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**2022 – 2023 Progress Report & Report Card Dates K-12**

**Quarter 1**

Start	September	6, 2022
5-week progress report	October	7, 2022
End	November	10, 2022

**Quarter 2**

Start	November	14, 2022
5-week progress report	December	16, 2022
End	January	27, 2023

**Quarter 3**

Start	January	30, 2023
5-week progress report	March	8, 2023
End	April	6, 2023

**Quarter 4**

Start	April	17, 2023
5-week report	May	10, 2023
End	June	22, 2023

### **SCHOOL HOURS PreK - 12**

The school day begins at 8:00 AM(PreK-6), **7:55 AM (7-12)** and ends at 3:12 PM. However, students who have completed all of their work and have not been detained by faculty or administrators are excused at 2:20 PM (K-2 students), 2:23 PM (3-6 students) and 2:24 (7-12 students). Teachers are available for extra help Tuesday through Thursday until 3:12 PM. For disciplinary purposes, students may be required to stay after school Tuesday through Thursday until 3:12 PM.

The school doors for elementary students officially open at 7:45 AM. All students should be dropped off in front of the building. For younger students in need of escort, parents will walk their child to the door of their building-primary (PK-1) and main building (2-6); school personnel will meet them there. All doors lock at 8:05 AM; students who arrive after 8:05 must be signed in at the elementary office (in the primary building) **by a parent/guardian**. Final attendance is taken at 8:05 in elementary school.

The high school circle doors open for high school students at 7:45 AM. **7<sup>th</sup>-12<sup>th</sup> grade students who are not in their 1<sup>st</sup> period class by 7:55 AM will be considered absent or tardy.**

For students who walk and parents who drop their children off please note times carefully in order to avoid waiting outside in inclement weather.



# **PK-12 Student Parent Handbook 2022-2023**

## **7<sup>th</sup>-12<sup>th</sup> Grade DAILY BELL SCHEDULE 2022-2023**

Warning Bell 7:50

Period 1	7:55 – 8:42	* (Includes additional five(5) minutes for Homeroom activities)
2	8:45 – 9:27	
3	9:30 – 10:12	
4	10:15 – 10:57	
5	11:00 – 11:42	
<b>6</b>	<b>11:45 – 12:09 Jr. High Lunch</b>	
6	11:45 – 12:27	Sr. High classes ONLY
7	12:12 – 12:54	Jr. High classes ONLY
<b>7</b>	<b>12:30 – 12:54 Sr. High Lunch</b>	
8	12:57 – 1:39	
9	1:42 – 2:26	*(Includes additional two (2) minutes for announcements)
10	2:30 – 3:12	(Tues-Thurs.)

**In the event of 2-Hour delays throughout the school year, 7<sup>th</sup>-12<sup>th</sup> graders will report to class as follows:**

### **1st & 3rd 2-Hour Delay**

**Go to 1st period 10:00-10:30**

**2nd Period 10:33-11:00**

**5th period 11:03 and**

**rest of the day runs regular**

### **2nd & 4th 2-Hour Delay**

**Go to 3rd period 10:00-10:30**

**4th period 10:33-11:00**

**5th Period 11:03 and you will**

**Rest of the day runs regular**

**In the event of multiple 1-hr. delays throughout the school year, 7<sup>th</sup>-12<sup>th</sup> graders will report to class as follows:**

### **1<sup>st</sup> 1-hr. delay:**

**No 1<sup>st</sup> period.**

**Report to 2<sup>nd</sup> 9:00-9:30**

**Report to 3<sup>rd</sup> 9:33-10:15;**

**Report to 4<sup>th</sup> at 10:18 and**

**continue as usual.**

### **2<sup>nd</sup> 1-hr. delay:**

**No 2<sup>nd</sup> period.**

**Report to 1<sup>st</sup> 9:00-9:30;**

**Report to 3<sup>rd</sup> 9:33-10:15;**

**Report to 4<sup>th</sup> at 10:18 and**

**continue as usual.**

### **3<sup>rd</sup> 1-hr delay:**

**No 3<sup>rd</sup> period.**

**Report to 1<sup>st</sup> 9:00-9:30;**

**Report to 2<sup>nd</sup> 9:33-10:15;**

**Report to 4<sup>th</sup> at 10:18**

**and continue as usual.**

## **PK-12 Student Parent Handbook 2022-2023**

### **AFTERNOON BUS PROCEDURE:**

On Mondays and Fridays of each week the buses will leave school at 2:30 PM. There will NOT be a 3:15 PM late bus on these days and the only students who will be able to stay past 2:30 PM are those who have made prior arrangements with their teacher or 7-12 athletes who have an athletic practice that begins at 3:15 PM. BOCES students will always be transported home on Mondays and Fridays.

On Tuesdays, Wednesdays, and Thursdays of each week there will be a 2:30 PM bus at our regular dismissal time and a “late bus” at 3:15 PM. K-12 students who have completed their obligations here at school will be able to leave at 2:30 PM. Students who need to stay for extra help or afterschool activities will be able to stay and take the late bus home at 3:15 PM. We will be running fewer buses in the afternoon during each run and each run may be 10 to 15 minutes longer.

Students who ride the late bus must get a bus pass from the supervising teacher or advisor. Students are to go directly to the loading area at 3:12 PM. Students must wait for their bus in an orderly and quiet manner and follow all procedures established by the bus monitor. *(See also: Bus conduct.)*

Any student who attempts to board the 3:12 PM bus without a bus pass will be allowed to do so. However, that student will be referred to the office and disciplined as follows: *1<sup>st</sup> offense = warning. 2<sup>nd</sup> offense = detention. Additional offenses will be subject to further discipline.*

**As always, if there are any changes in your child's end of the day plans, please be certain to send these changes in writing to your child's teacher or the office. Please keep end of the day telephone requests for changes in dismissal plans to an absolute minimum.**

### **ANIMALS/PETS:**

In our ongoing efforts to make Salem Central School as safe and healthy as possible, animals and pets of any type are not permitted in the school building or on school buses without prior approval from the respective Building Principal. This allows the district to keep the rooms clean, to protect students and staff who may be allergic to animals, to protect students from possible injuries from animals, and to protect the animals from stress and injury.

### **ASSEMBLIES:**

In order to avoid cutting any deeper into an already limited amount of instructional time, school assemblies will be conducted only when clear educational benefits are to be gained. Students are expected to be on their best behavior. Any disorderly or disruptive behavior will result in the student being removed from the assembly and additional disciplinary consequences being assigned as deemed appropriate by the Principal.

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### ATTENDANCE:

The Board of Education of the Salem Central School District recognizes that student attendance in school is an important component of student success. Student interaction with teachers and other students in class helps to enhance the academic learning experience and provides a basis by which students can demonstrate mastery of subject matter. Regular attendance in school helps to form good work habits and develop the responsibility needed for success in the working world. Make-up work can never replace the student's presence in the classroom when a lesson is taught.

It is the goal of Salem Central School administration to work with parents and families in supporting good school attendance for each student. To maintain open communication regarding your child's attendance, the PreK-6 and 7-12 Principals will send a letter home for every five absences a student accumulates. This letter serves to keep parents informed of their child's absences, both excused and unexcused.

Classroom teachers will take attendance at the beginning of each class period. They will verify their roster with the attendance bulletin and forward any discrepancies to the office. Students who are absent from school, whether excused or unexcused, may not attend any after school or evening activities. Students must be in attendance a minimum of half the school day – either until 11:00 AM or must arrive by 11:00 AM in order to attend after school or evening activities.

Throughout the school year, if you and/or your child have any questions regarding school attendance, please contact the principal of your child's building.

**ATHLETES** - see page 18 for attendance policy

#### Excused Absences:

The following reasons for pupil absences, tardiness, and early departures are considered "excused":

1. illness
2. illness or death in the family
3. inability of the District to provide transportation
4. religious observance
5. medical appointments
6. quarantine
7. required court appearance
8. participation in a school-sponsored activity
9. pre-approved college programs
10. military obligations
11. other reasons as may be approved by the administration.

#### Parental Responsibility:

It is the responsibility of the parents/guardians to notify their respective office by telephone (854-9505 PreK-6<sup>th</sup> grade or 854-7600 7<sup>th</sup>-12<sup>th</sup> grade) or email ([atiff@saalemcsd.org](mailto:atiff@saalemcsd.org) PreK-6<sup>th</sup> or [lpatrik@saalemcsd.org](mailto:lpatrik@saalemcsd.org) 7<sup>th</sup>-12<sup>th</sup>) on the morning of the absence or tardiness as to the reason for such absence or tardiness. As a follow-up to any oral notification, parents/guardians **must** provide a written excuse within two (2) school days of the student's return to school containing the date of the absence or tardiness and reason for such. **An email will qualify for a written excuse and is preferred.** Failure to comply will result in an unexcused absence or unexcused

## PK-12 Student Parent Handbook 2022-2023

tardy being recorded in the register.

### Late Arrival:

Promptness of the entire class ensures that all students will take part in goal setting for the day. Tardiness is a disruption that often causes a student to miss important announcements or instructions. **All students who are tardy must report to their respective office to sign in before entering their classroom.** Students in grades PK-6 must be signed in at the elementary office by a parent/guardian after 8:05 am. Students in grades 7-12 who enter school late (after 7:55am) must provide the high school office with a written note from their parent/guardian at the time of arrival. The note must indicate the reason for the student's late arrival. Students will only be considered "excused" for the reasons listed on the previous page. 7<sup>th</sup>-12<sup>th</sup> grade students who habitually arrive late to school "unexcused" will face disciplinary consequences as per the discipline section of this handbook.

### Early Dismissal:

**Parents may not dismiss students early by means of a phone call (except in the event of an emergency, and then only with the principal's direct approval.)**

Students in grades PreK-6 requesting early departure from school must submit a note to their classroom teacher and the parent/guardian is required to come to the elementary office to sign their child out. Students in grades 7-12 must submit their requests to the high school office before they report to their 1<sup>st</sup> period class. The note must indicate the time, date and reason for such departure. Notes will be routinely verified by telephone. At the time of their dismissal, students may leave their classroom and report to their respective office. Students **must sign-out** before they leave school early. Failure to sign-out constitutes a violation of the discipline policy. **Students will be released only to their parents or a designated adult and only through the office. On no occasion should a parent go directly to the classroom to pick up his/her child.** If the parent is not known personally to the office staff, he/she will be required to present personal identification in order to be able to pick up the student.

## ACADEMIC INTERVENTION SERVICES (AIS):

### Definition:

Academic Intervention Services are services designed to help students achieve the learning standards in English language arts, mathematics, social studies, and science. The services include two components:

1. Additional instruction that supplements the general curriculum.
2. Student support services needed to address barriers to improved academic performance.

The intensity of such services varies, but is always designed to respond to student needs as indicated through state assessment results or through other district-approved methods.

### Procedures:

**Students who do not meet the state designated performance level on state assessments must receive academic intervention services.** (Generally, this means scoring a 1 or a 2 on a NYS assessment or less than a 65 on Regents exams). Additionally, any student who is determined to be at risk of not meeting state standards will also be eligible for AIS.

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The intensity of the academic intervention services provided by the district will vary based on individual student's needs. Students at greater risk will be scheduled for more frequent AIS classes.

Students will be placed into AIS classes at the sole discretion of the district. Parents may not remove their children from AIS once it has been determined that AIS services are indicated. However, in the case of students who have not been deemed eligible for AIS services, parents or teachers may request that a student be considered. In such a case a meeting will be held including the parent, the teacher and the guidance counselor to determine whether academic intervention services would be appropriate.

AIS classes are officially scheduled courses that are graded on a satisfactory/unsatisfactory basis on the student's report card. Students may not drop or withdraw from an AIS course. Any student cutting an AIS class will be disciplined in the same manner as cutting any other class. (See: *Discipline Schedule*).

Students whose performance improves substantially, as evidenced by performance on standardized tests, classroom grades, or teacher's opinion, may be considered for a reduction in the scheduled amount of AIS classes.

**The only way for a student to be removed from academic intervention services is for that student to meet or exceed the state designated performance level on a state assessment or on an equivalent test.**

### **ATHLETICS:**

A separate handbook titled, "*The Code of Conduct for Participating in Interscholastic Sports & Cheerleading*" is available on the district website. Please contact the Athletic Director to request a print copy. See page 18 for "Athletic Attendance Policy"

### **BACKPACKS (7<sup>th</sup>-12<sup>th</sup> grade only):**

Backpacks and bookbags are not allowed in classrooms or in any other rooms in the school. They are to be used only for bringing materials to and from home and are to be stored in the student's locker throughout the day. Whenever possible students should try to reduce the load of books they are carrying by stopping at their lockers between classes.

### **BOCES/VOTECH:**

Salem Central School District will provide transportation for any student who is enrolled in any BOCES placement or in any vocational education placement through the District. **Students may NOT drive themselves to or from any BOCES program or placement.** Any students who drive themselves or are driven by any other unauthorized individual will be disciplined for leaving school grounds without permission.

### **CARE OF SCHOOL PROPERTY:**

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Students are responsible for helping to maintain a clean, neat atmosphere within the classroom as well as other parts of the school building. Students are responsible for proper care of all books, supplies, lockers, desks and other furniture supplied by the school.

Restrooms are not a place to loiter. Any damages to the facilities, writing on the walls, or other problems that occur, should be reported to your teacher. Textbooks are provided in a variety of subjects to all students. It is the student's responsibility to keep the books in good shape and return them in the same condition that they were in when they were received. **Students who disfigure or lose textbooks and/or library books or do other damage to school property or equipment, will be required to pay for the damage done or replace the item.**

### **CELEBRATIONS PreK-6:**

If you would like to celebrate your child's birthday at school, please contact your child's classroom teacher to plan this event. In all cases, parties should be scheduled with your child's teacher in advance. If you are bringing something into school to celebrate your child's birthday, don't forget that we have students with allergies (i.e. peanut, latex). To promote health and wellness please bring healthy snacks to celebrate.

### **COMMUNITY VOLUNTEERS:**

There are many opportunities for parents and community members to become directly involved at Salem Central School. If you have extra time or a talent that you would be willing to share with our children, please call the elementary office at 854-9505 or the high school office at 854-7600 for further information.

### **CORPORAL PUNISHMENT:**

The Salem Central School Board of Education encourages responsible school conduct and discipline in order to promote appropriate student behavior. In its promotion of that behavior, it prohibits the use of corporal punishment.

#### Definition:

Corporal punishment is defined as any act of physical force upon a student to punish the student.

#### Procedure:

**There are situations in which the use of physical force by staff is deemed appropriate or necessary**, thereby exempting the prohibition of corporal punishment. They are as follows:

- To protect oneself from physical injury.
- To protect a student, teacher or any other person from personal injury.
- To prevent destruction of school or any other property.
- To restrain or remove a student whose behavior interferes with orderly school functions after that student refuses to comply with a request to refrain from further disruptive behavior.

### **COURSE ADD/DROP PROCEDURE for GRADES 7-12:**

The procedure for a student-initiated add/drop change is as follows:

1. **The ADD period will span the first ten (10) school days of the course.**

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2. The DROP period will span the first quarter for full year courses and 5 weeks for semester courses. Within this period, the student must meet with the guidance counselor to discuss the proposed change.
3. During the initial meeting, it will be determined if the change is appropriate or possible. If it is both, the student will be given an add/drop form to complete.
4. The student must obtain four (4) signatures on the form: 1) the guidance counselor; 2) the instructor of the class to be dropped; 3) the instructor of the class to be added; 4) the student's parent.
5. Once the form is completed it should be returned to the counselor for his/her comments and final approval.
6. If a teacher, parent or counselor feels that the change is not appropriate the change will not be granted.
7. Appeals will be heard by the principal.
8. **After the initial add/drop period, course changes will be avoided and may only be granted with the principal's written approval and only for extraordinary or emergency reasons.**

### DANCES:

#### Supervision:

In order for a dance or "student activity night" to be held, the advisor/supervisor of the sponsoring organization and at least two additional teacher chaperones must be present. Parent chaperones may be used, but not in place of the three staff members listed above.

#### Attendees:

Students in grades 7-12 may attend the dances if invited by the sponsoring organization. **To be allowed to attend any dance, a student must be eligible under the Eligibility Policy and must be present for at least ½ the school day, excluding lunch, on the day of the dance.**

In order to bring a guest to a dance, the Salem student must submit a completed *Guest Permission Form* to the high school principal by 3:00PM on the day prior to the event.

Each student is responsible for his/her guest. This means that any misbehavior by the guest will result in shared consequences. *Guest Permission Forms* may be picked up in the high school office.

#### Procedures:

School dances will start at 7:00 PM and end at 10:00 PM. The doors to the school will be locked at 8:00 PM. After that time, no one will be allowed into the dance. **No students may leave before 10:00 PM unless they are picked up by their parent.**

#### Student/Guest Conduct:

**All school rules apply during dances.** Students are reminded that dances are a privilege. Therefore, any student violating school rules will be disciplined according to the discipline schedule and/or banned from future dances. Additionally, if the chaperones see fit, a student's parents may be contacted to come and remove the student or a guest from the dance. A student will be warned only once about inappropriate behavior or dress. Should a second warning be required, he/she will be removed from the dance (by his/her parent) and excluded from one or more future dances depending on the circumstances.



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### **DIGNITY FOR ALL STUDENTS ACT (DASA):**

In accordance with the Dignity for All Students Act, no persons will be subject to discrimination or harassment, based on but not limited to a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, by school employees or students on school property, on a school bus, or at a school function.

The **Dignity Act Coordinators** for the 2022-2023 school year at Salem Central School District are **Mrs. Karen Jones** and **Mr. Damian Switzer**, who may be reached at (518) 854-9505 or 518-854-7600.

#### ***Definitions:***

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

***School Bus*** means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law Section 11 [4] and Vehicle and Traffic Law Section 142).

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

***Disability*** means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological condition which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the individual from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law Section 11[4] and Executive Law Section 292[21]).

***Discrimination*** means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

***Emotional Harm*** that takes place in the context of "harassment or bullying" means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as unreasonably and substantially to interfere with a student's education.

***Employee*** means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract,

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whereby such services performed by such person involve direct student contact (Education Law Section 11[4] and 1125[3]).

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

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

**Harassment/bullying** means the creation of a hostile environment by conduct, threats, intimidation, or abuse, including cyber bullying as defined Education Law Section 11[5], that

- a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, benefits, or mental, emotional or physical well-being; or
- b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
- c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- d) occurs off school property 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.

For purpose of this definition, the term "threats, intimidation or abuse" shall include verbal and non-verbal actions (Education Law Section 11[7]).

**Cyberbullying** means harassment/bullying, as defined above, through any form of electronic communication.

***Under the Dignity Act, there are currently 11 protected classes, groups or characteristics. The Dignity Act prohibits any discrimination based on actual or perceived characteristics. Definitions of the 11 protected areas are as follows:***

**Race** means a group of persons related by a common descent or heredity. For purposes of enumeration the U.S. Census Bureau uses terms such as: "White/Caucasian", "Black/African American/African-descent", "Asian", "Bi-racial", "Hispanics/Latinos", etc. to describe and to classify the inhabitants of the United States. The term "race" shall include traits historically associated with race, including but not limited to, hair texture and protective hairstyles such as braids, locks and twists.

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

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

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

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

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

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

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

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

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

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

### **DRESS CODE:** *Revised 8/16/22*

Students have the responsibility to attend school in appropriate dress that meets health and safety standards and does not interfere or distract from the educational goals of the school. Parents/guardians have the responsibility to ensure that their student is dressed in accordance with the dress code. Student dress cannot be disruptive to the educational environment or overtly sexual in nature.

Examples of prohibited clothing and attire include:

Examples of prohibited clothing and attire include:

- Extremely brief, revealing, mesh or see through garments;
- Apparel **and accessories** with expressions or insignias which are obscene, sexual in nature, commonly recognized as hate symbols, or have objectionable language/insults of any nature including but not limited to racial, ethnic or religious prejudice;
- Apparel that advertises/advocates the use of drugs/alcohol/tobacco/marijuana;
- Apparel with references to violence or weapons or that may be used as a weapon (e.g., chains; spiked clothing; etc.);
- Sunglasses unless prescribed by a physician or a doctor's note;
- Hats, head coverings and hoods may not be worn **in the classroom** except for religious or medical reasons;
- Appropriate footwear must be worn at all times. Footwear that is deemed to be a safety hazard will not be allowed.

Students who violate the dress code may be asked to remove or cover the prohibited items or asked to change clothing. Failure to comply with such a request may result in disciplinary action.

## **ELECTRONIC EQUIPMENT AND CELL PHONES:**

Possession and use of any electronic equipment is strictly prohibited at Salem Central School, unless they are used for legitimate educational purposes under the direct supervision of a teacher. **The school is not responsible for lost or stolen items.**

### **Electronic Devices, Cell Phones and Smart Watches**

Students may have **cell phones** on their person. They are not to be used during class. Electronic devices of any kind may be used only with the classroom teacher's permission and only for academic purposes during classes and study halls. Students may use their phones in the hallway between classes, during lunch, during 10<sup>th</sup> period (with permission of period 10 teacher), and in the senior lounge. Students must follow building rules surrounding use in permitted areas including the use of headphones/earbuds. Headphones/speakers are not to be worn/used in the hallways. Earbuds must be worn or sound must be turned off in the cafeteria when playing games, videos, etc. The use of open speakers at any time or in any area during the school day (8-15am -3:12pm) is strictly prohibited.

The use of Smart Watches as communication devices are not permitted during instructional or testing periods, midterms, local final exams and state testing. Students are expected to comply with classroom and testing procedures regarding Smart Watches.

While students are permitted to possess such devices, taking photos or videos of anyone (staff members or students) without their permission is prohibited. To respect the privacy of all students, the use of electronic devices to take photos/videos in locker rooms and bathrooms is prohibited. Students are not permitted to use any form of technology, including their own personal electronic devices to intimidate, harass or threaten others (cyberbullying).

Misuse of any electronic device during class or study hall will result in its confiscation until the end of the school day. The teacher will confiscate it and bring it to the office. Consequences at this point will be at the discretion of the Principal. Teachers always have the authority to confiscate a cell phone or electronic device at any time they feel it is being used inappropriately. Any student who refuses to comply shall be considered insubordinate and will be subject to further discipline.

**\*\*Some uses of personal electronic devices constitute a violation of the school district code of conduct and in some instances, the law. The school district will cooperate with law enforcement officials as appropriate.**

## **EMERGENCY CLOSINGS:**

There may be times during the winter months when it will become necessary to delay or cancel school due to inclement weather. The following television and radio stations will carry notification of Salem CSD's closing: If you choose to be alerted by email please contact the Superintendent's office at 518-854-7855 to be added to the email list.

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WGY (810 AM)  
WRVE (99.5 FM)  
WFLY (92.3 FM)

WBZA (1230 AM)  
WGNA (107.7 FM)  
WEQX (102.7 FM)

WROW (59 AM)  
WKLI (100.9 FM)  
WYJB (95.5 FM)

### **EXTRACURRICULAR ELIGIBILITY POLICY:**

#### **Eligibility for Participation Grades 7 – 12**

##### Purpose:

The purpose of the Extracurricular Eligibility Policy is to provide incentive for students to improve their academic performance as well as their behavior in school. For the purposes of this policy, students are assumed to be eligible to participate in and be a spectator of any of the activities. Students can be disqualified from eligibility to participate or spectate based on the academic and behavioral criteria set below.

##### Definitions:

Failing grade – any grade of 64 or less;

5 week marking period grade – grade determined on the last day of the marking period for all work completed by the end of that school day.

##### Application:

- A. Applies to all students in grades 7-12 inclusive.
- B. At the discretion of the 7-12 Principal other events or activities may be added to this list.

##### Attendance:

To participate in any extra-curricular activity, a student must be in school for the whole day. If a student arrives after 8:15 AM, he/she will not be allowed to participate in any extra-curricular activity without the approval of the high school principal. Students who have senior privileges must be in school for all of their scheduled time. If a student has a doctor's appointment, he/she will be allowed to participate if he/she provides the office or coach a note from the doctor.

##### Probation:

Students who are failing 2 or more courses at the end of the 5 week or end of a marking period are on probation for the next 5 weeks. A student who is on probation may participate in clubs, plays, athletics, dances, as long as he/she stays and works 10<sup>th</sup> period.

##### Play and athletics:

For a student to participate in a game or practice, he/she must have successfully stayed 10<sup>th</sup> period that day. If a student does not stay 10<sup>th</sup> period, he/she is still expected to attend practice, but will not be allowed to participate that day. {Coaches will be allowed flexibility in implementing team rules; most coaches have a rule such as if you miss a practice, you miss the first half of a game.}

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### Clubs:

There are fewer meetings and events for most clubs, so the rule is slightly altered. Students must have successfully stayed two tenth periods the days before a club meeting or event.

### Dances/Activity Nights (Volleyball & Kickball Tournaments):

Students on probation must have successfully stayed three 10<sup>th</sup> periods the week leading up to an event. (Example: If a student stays 10<sup>th</sup> period Tues, Wed and Thurs, he/she may attend the weekend dance.)

***\*\* Eligibility to the prom will be determined at the end of the 3<sup>rd</sup> marking period. Students who are failing 2 or more courses for the 3<sup>rd</sup> marking period (those who are on the probation list) will not be allowed to attend the prom. This does not apply to members of the junior class but applies to their dates in other classes. \*\****

### **Academic Component:**

- A. Students failing 2 or more courses (64 or less) at the end of each 5 week marking period will be placed on **PROBATION** until the end of the marking period.
- B. Incompletes are not necessarily failing grades but for the purposes of this policy will be handled as such.
- C. Only 5 week grades will be considered.
- D. Final averages at any time during the year are not considered.
- E. A student's academic status will be re-evaluated each 5 week marking period.
- F. All courses a student is enrolled in will be considered.
- G. If a student drops a class after the drop/add period, that course will continue to be considered throughout the conclusion of that course, with the grade at the time the course was dropped.
- H. Summer school grades will **NOT** be considered.

### **While on probation students must conform to the following criteria:**

#### **Implementation:**

Students on probation are required to stay for the entire 10<sup>th</sup> period with one of the teachers of the classes they are failing or with a teacher who has assigned them 10<sup>th</sup> period. If a student leaves 10<sup>th</sup> period early, the requirement will not be met. Teachers will sign students in each 10<sup>th</sup> period on a Google document that will be shared with all teachers, advisors, administration and coaches. Coaches and advisors will check the Google document to see a student's 10<sup>th</sup> period attendance.

### Play and athletics:

Coaches and the Drama Club Advisor will check the Google document daily. If a student successfully stayed 10<sup>th</sup> period they will be able to practice or to compete in a game that day.

### Clubs:

Club advisors will check the Google document on the day of a meeting or activity. If a student has successfully stayed 10<sup>th</sup> period the previous two days, they will be able to participate that day.

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### Dances/Activity nights (Volleyball & Kickball Tournaments):

The advisor of the organization sponsoring the dance or activity will check the Google document to see who on the probation list is eligible to attend the event.

### **Clarifications:**

1. Students who are on probation will not have senior privileges.
2. If a student is repeating a course, he/she will begin the year on probation. (This is not a punishment, but an acknowledgement that this student needs monitoring to make sure that a different result is achieved.)
3. The Behavioral portion of the Eligibility Policy remains in place and is not altered by these changes.

### **Behavioral Component:**

Eligibility will be determined based upon a point value system as described below:

- A. Students accumulating 6 points will become ineligible for a period of 3 weeks from the date of the most recent infraction.
- B. Point accumulation does NOT reset at the end of each marking period. Points will reset only after a student has reached the 6 point plateau.
- C. Students who serve a period of ineligibility due to behavior will have their point total at the end of the school year carry over to the fall. All other students will start the new school year with 0 points.
- D. Behavioral and Academic considerations will be served concurrently.
- E. Point value corresponds to each occurrence of an infraction leading to disciplinary action.

<b>Infraction:</b>	<b>Points:</b>
Out of School Suspension five or more days	6 points
Out of School Suspension	4 points <u>additional at discretion of principal</u>
In School Suspension	2 points
Loss of Transportation	2 points <u>additional at discretion of principal</u>
Office Detention	½ point
Lunch Detention	½ point

### **Monitoring:**

**Academic component:** It will be the responsibility of the 7-12 Principal or his/her designee to monitor the academic progress of each student every 5 weeks. It is further the responsibility of the 7-12 Principal or his/her designee to publish a "*probation list*" every 5 weeks and a weekly "*ineligible list*".

**Behavioral component:** It will be the responsibility of the 7-12 Principal or his/her designee to monitor the behavior of each student throughout the school year. It is further the responsibility of the 7-12 Principal or his/her designee to publish a "*behavioral ineligible list*" at any time it is necessary.

### **Appeals:**



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Students determined to be ineligible to participate by this policy may appeal this determination directly to the superintendent of schools, and if still not satisfied, to the Board of Education.

Appeals may only be based upon the following:

- A. An error in the application of the policy; or
- B. An error in fact for determining the eligibility of the student.
- C. For behavioral purposes, students may not avail themselves of this appeal process to change a determination of guilt or innocence by the proper school authorities in relation to disciplinary matters. (That appeal should take place through regular disciplinary channels.)
- D. For academic purposes, students may not avail themselves of this appeal process to change an assigned grade by a teacher. (That appeal should take place through regular academic channels.)

**Implementation:** Implementation of the procedures of this policy shall supersede any other existing policy within the limits of New York State and Federal Laws.

### **EXTRA-CURRICULAR PARTICIPATION and ATTENDANCE K-6:**

All elementary students who attend after school events such as basketball games, wrestling matches, concerts, plays, etc. must be supervised and will follow all rules and established procedures. Parents should not drop their elementary student off and leave them unsupervised at an event. Students who do not observe all rules and procedures will not be allowed to attend these special activities. **Students who are absent from school may not attend after school events.**

### **EXTRA HELP:**

Students are encouraged to seek extra help any time they feel they need it. Teachers are readily available to provide help to students during study halls and/or 10<sup>th</sup> period on Tuesdays, Wednesdays, and Thursdays.

Regardless of the activities students may have planned for after school, it is essential to remember that academics always take precedence. Additionally, a student's participation rate in a course may be affected by his/her willingness to seek extra help when needed.

### **FIELD TRIPS:**

Field trips provide our students with an opportunity to expand their educational experiences. They often occur in a less structured environment than normally exists within the school building. Students must have a permission slip signed by the parent in order to attend a field trip.

### **EMERGENCY DRILLS:**

#### Procedure:

Salem Central School is required to have (12) fire drills each year to prepare students to be able to respond appropriately in the event of a sudden emergency. Fire drill requirements have been expanded to also include emergency drills to prepare students. The statute requires twelve (12) drills be conducted each school year, four (4) of which must be lock-down drills, the remaining

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eight are required to be evacuation drills. We expect our students to follow their teacher's directions during these drills.

### Evacuation drills:

An evacuation plan is posted in each room. Students are responsible for becoming familiar with plans in each of their classrooms. When the fire alarm sounds or the Principal or his/her designee orders an evacuation, students are to file out of the room and walk quickly and **quietly** to the designated exit. Running or talking is not permitted. Distracting behavior will be subject to either teacher or administrative discipline.

If a student is not directly with a teacher when the alarm sounds, he/she should go to the nearest exit and report to an adult. Students are to remain away from the building, out of traffic lanes, and away from parked cars.

### Lockdown and other Emergency Response Drills:

During lockdown drills, students should follow the directions of the teacher or supervising staff member. If a student is not with a teacher or staff member when the lockdown is called, he/she should hide/seek shelter in the closest secure location. Other drills may include Shelter –In-Place, Hold-In-Place and Lockout drills. During the year students will become familiar with the procedures related to each drill.

**\*\*Students are expected to follow established procedures and directions of teacher/staff members. Students who are distracting or non-compliant during a drill will be subject to teacher or administrative discipline.**

## **FOOD & DRINKS:**

Food and drink (with the exception of water) are to be consumed in the cafeteria unless the student(s) has permission from his/her teacher to bring food into the classroom. Students may not leave a study hall to go to the cafeteria to purchase food. Only students scheduled for lunch are authorized to be in the cafeteria.

### Exceptions:

1. "Bagged" lunches brought from home may be carried with students but may not be consumed until the assigned lunch period in the cafeteria.
2. Food-related classroom activities or lunch in a classroom may be conducted under the supervision of a teacher within the limitations required to protect students with identified food allergies.
3. Students who have documentation from a physician indicating that they need to have food with them for medical reasons may carry and consume it as necessary with prior approval from the school nurse. The school nurse will notify the student's teacher and related staff of this approval.

**During the school day students may only purchase food from the Salem cafeteria. Students may not purchase food/drinks from outside vendors during the school day, nor may they have other people buy/deliver it for them. Lunch drop offs should be restricted to delivering a bagged lunch that was forgotten (not a drop of fast food i.e. McDonald's,**

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pizza, Dunkin). To minimize disruptions, students will not be called out of class to pick up drop offs. Students should stop into the main office on the way to lunch or study hall to pick up forgotten lunches. We appreciate your cooperation with this practice.

### FOOD SERVICES:

Breakfasts/Lunches may be purchased by the day, week or month. A monthly menu will be available that lists both breakfast and lunch choices. For those students who choose, breakfast is available in the cafeteria when they arrive at school. The cafeteria opens for breakfast at 7:45 AM. Students are expected to be on time for class from breakfast. The same behavior rules stated for lunch apply to the breakfast program.

Listed below are the NEW lunch prices for the school year (subject to change):

	<u>Breakfast</u>	<u>Lunch</u>
Kindergarten-Grade 8.....	\$ 1.30	\$2.15
Grades 9-12.....	1.30	2.40
Grades K-12 Reduced Price Lunch.....	.25	.25
Milk/Juice.....	.55	.55

### Free and reduced lunch:

The Free Lunch Program, a federal and state supported program, will be available to those students whose parents complete the application form from the district. Qualifications are based on family income and number of children in the home. For further information, please contact the cafeteria manager at 854-6040.

### Lunch Rules:

- Charge slips may be obtained in the cafeteria from an aide. A student may not charge again until the charge slip is paid in full.
- Dangerous or disorderly conduct will result in consequences as per the discipline schedule.
- Students should maintain an appropriate voice level while in the cafeteria.
- No food or beverages are to leave the cafeteria.
- All students are responsible to clean up after themselves prior to leaving the cafeteria.
- Students may remain either in the cafeteria or go to the other inside or outside area designated for their use.
- Students must have prior permission to be anywhere else during their lunch periods.
- Students should use the bathrooms closest to the cafeteria during lunch.

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**\*\*Our cafeteria belongs to all of us and all students will be expected to follow the outlined cafeteria procedures. Students who do not follow these procedures will be expected to take responsibility for their actions and may be assigned after school detention/or may be required to eat lunch in the office.**

### **HALL PASSES/AGENDAS (7<sup>th</sup>-12<sup>th</sup> grade only):**

#### Purpose:

In order to maintain order, ensure student safety, and adequately supervise students at all times of the day; while at the same time maintaining a student's right to move around the building independently; hall pass procedures have been instituted.

#### Procedures:

At the beginning of the year each student will be issued a student agenda which contains all the hall passes. ***Students are expected to have these with them at all times during the regular day.*** At the teacher's discretion, an alternate pass approved by the teacher is permitted. Any student found outside of the classroom without an agenda or teacher pass may be disciplined for abusing pass privileges, class cut or being in an unauthorized location (see: *Discipline schedule*). Students are expected to comply with "sign out/sign in" procedures.

Any student who loses his/her agenda may purchase a replacement at the high school office. The replacement book costs \$5.00. This procedure is not meant to burden students and parents financially, it is meant to encourage responsible conduct on the part of students.

### **HEALTH SERVICES FOR STUDENTS:**

Salem Central School employs a full-time school nurse who provides health appraisal and supervision, health counseling, emergency and first aid care, control of contagious illness and serves as an advocate for students. The school nurse is available for consultation with parents on health issues, and serves as a resource person for faculty and staff.

The nurse is always interested in parents' concerns and students' health. She can be reached in the Health Office at 854-6023 each day from 7:45 AM until 3:12 PM.

#### Injury or Accident Procedure:

Any person recognizing a medical emergency must report it immediately to the faculty/staff member or coach in charge of the classroom/activity. The adult in charge shall carry out emergency care procedures to the best of his/her ability, until relieved by school or medical authority. Transportation of the ill or injured student will be provided by parents unless the illness or injury is such that the use of an emergency vehicle is required or the parent is unavailable.

After every injury, an official accident report form must be completed by the faculty or staff member and turned in to the Nurse's Office. Forms are available at the Nurse's Office.

When a student athlete receives an injury serious enough to miss several practices or a game, he/she must have a doctor's written permission to re-enter participation.

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### Medication:

**STUDENTS ARE NOT ALLOWED TO CARRY AND/OR SELF-ADMINISTER ANY MEDICATION AT SCHOOL.** Medication should be given at home whenever possible. If it must be given during school hours, the following regulations apply:

- All medications (**prescription or over the counter**) that are to be given during the school day must have a written and signed order from the student's doctor and parent to allow the student to keep and take the medications **in the Health Office** of the school. All medication orders are valid only for the current school year. All medications will be kept in the Health Office in locked cabinets. **Students are reminded that they are not to keep any medications in their lockers or on their person for self-administration unless previously arranged by a parent/guardian and their doctor (see procedure below).**
- **Prescription Medications:** All of these medications, whether for the whole school year or short term (like antibiotics) must be brought in by an adult (parent or guardian - not a student) in a container labeled by the pharmacy with the name of the student, the prescription name, the prescription number, dosage to be given, and how often it needs to be given. A signed order from the ordering doctor and parent must also be given to the school nurse. A count of the number of pills will be done with the adult each time medication is brought to school with signatures of the adult and nurse at the end of the count for accuracy. Please discuss with the doctor the possibility of scheduling medications so they don't have to be given during the school day; just at home.
- **Over The Counter (OTC) Medications:** These are medications that you buy without a prescription, such as ibuprofen (Advil, Motrin), acetaminophen (Tylenol), upset stomach medications (Maalox or Tums), and other over the counter meds. In order for the school nurse to administer any of these medications, written orders are needed and are signed by both the ordering doctor and the parent to be complete. Permission forms for OTC medications are available from the school nurse. These medications are stocked by the Health Office but can also be brought in by an adult specifically for that student to use.
- **Self-Administered/Self-Carried Medications:** These involve prescription medications such as Epi-pens, inhalers, and other prescribed emergency medications. With these medications, the student, his/her parents, and physician(s) of the student have discussed and decided that the student understands the reason for the medication, how and when to use it properly, and to notify the school nurse that it was used. They feel the student is consistent and responsible in taking their own medication and need intervention only during emergencies. Written documentation and signatures must come from both the doctor and parent. Everyone should also realize that this privilege may be reassessed or revoked if the student cannot or does not use the medication safely.

### Illness at school:

In case of illness at school, parents will be notified and requested to provide transportation to the student's home. When parents are contacted, they assume responsibility for the student's leaving school. If a parent is not available, the high school office should be informed.

**Students who are sick will not be dismissed from school unless they are picked up by a parent.** Students who are authorized to drive to school will only be dismissed with the consent of the nurse, student's parent AND the Principal. Any student who leaves without notification to the nurse or Principal and the appropriate approvals will be considered truant. **\*\*Parental permission after the fact does not constitute an excused absence.** The high school office and the guidance department should be notified if a student will be absent from school for an

## **PK-12 Student Parent Handbook 2022-2023**

extended period of time.

### **Reporting New Illness:**

It is helpful for parents and students to participate regularly in healthy habits throughout the year: Plenty of rest each night, healthy eating, good exercise, keeping immunizations up to date, and good hand-washing. But no matter how hard you try, outbreaks of illness occur. Please monitor your child's health and keep him/her home when they are experiencing diarrhea, vomiting, fever, productive cough, and open weeping rashes. This will minimize the spread of illness in school, while helping a quicker recovery.

Students or their parents should report any new illness, including allergies, to the school nurse as they develop. Students must also inform the school nurse of any physical disability or chronic illness that requires daily medication.

### **School and Sports Physicals:**

The State Education Department requires a yearly health screening be done on each student. Height, weight, vision, hearing, blood pressure and scoliosis are routinely screened in every grade. Any abnormalities are then reported to the parents for further follow-up. In addition, when students enter kindergarten, 2<sup>nd</sup>, 4<sup>th</sup>, 7<sup>th</sup> and 10<sup>th</sup> grade, they are required to have a physical. This can be done by your own physician or at school by the school doctor.

An annual physical is required for all 7<sup>th</sup>-12<sup>th</sup> grade students before participating in a sport. Forms are available in the Health Office. The school provides free physicals each spring. If the physical is not done when offered by the school, it becomes the responsibility of the parents.

### **Immunizations:**

Immunizations must be up to date or students may not be allowed to attend school. Transfer students will be given reasonable time to provide proof of immunization. Immunizations against Hepatitis-B are required by law for all incoming 7<sup>th</sup> graders.

### **Insurance for students:**

As a service to our students Salem carries a student insurance policy. The student insurance plan is considered a secondary insurance plan. Any serious injuries must be reported to the school nurse as soon as possible after the injury. More detailed information with regard to student insurance can be obtained from the school nurse.



## New York State Diploma/Credential Requirements

Revised June 2022

The following chart outlines the diploma and credential requirements currently in effect. The chart provides an overview of the requirements and identifies the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer more detailed information regarding the requirements for each diploma or credential.

For the full text of the New York State High School Diploma Requirements, reference the Commissioner's Regulations 8 CRR-NY 100.5, [Diploma Requirements](#) as well as the NYSED's [General Education and Diploma Requirements](#) webpage. Reference the [Understanding NYS Diploma Requirements ~ Family Resources](#) webpage to access three flyers and a tracking tool translated into eleven different languages.

Beginning in fall 2022, a select number of schools will pilot the Individual Arts Assessment Pathway. More information may be referenced on the [Individual Arts Assessment Pathway](#) webpage.

Additional questions pertaining to diploma or credential requirements may be directed to the Office of Curriculum and Instruction at [emscgradreq@nysed.gov](mailto:emscgradreq@nysed.gov) or (518) 474-5922.

### New York State High School Diplomas

Diploma Type	Available to	Requirements
Regents Diploma	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, and 3 ½ electives</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>4 required Regents Exams<sup>ii</sup> (one in each discipline: English, mathematics, science, social studies);</li> <li>successful completion of 1 Pathway<sup>iii</sup>; and <ul style="list-style-type: none"> <li>each Regents Exam with a score of <b>65 or better</b><sup>iv</sup></li> </ul> </li> </ul> <p><b>Reference:</b> <a href="#">Diploma Types</a></p>
Regents Diploma (through traditional appeal)	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, and 3 ½ electives</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>4 required Regents Exams<sup>ii</sup> (one in each discipline: English, mathematics, science, social studies);</li> <li>successful completion of 1 Pathway<sup>iii.v</sup>; <ul style="list-style-type: none"> <li>1 of the above <b>Regents Exams</b> (including the pathway, if a Regents Exam) with a score of <b>60-64</b> for which an appeal<sup>vi</sup> is granted by the local district per Commissioner's Regulation 100.5(d)(7); and</li> <li>remaining required Regents Exams with a score of <b>65 or better</b><sup>iv</sup></li> </ul> </li> </ul> <p><b>Reference:</b> <a href="#">Appeals, Safety Nets, and Superintendent Determination</a></p>



Diploma Type	Available to	Requirements
Regents Diploma with Honors	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, and 3 ½ electives</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• 4 required Regents Exams<sup>ii</sup> (one in each discipline: English, mathematics, science, social studies);</li> <li>• successful completion of 1 Pathway<sup>iii</sup>; and <ul style="list-style-type: none"> <li>• a computed average score of <b>90 or better</b> on all required Regents Exams (including the pathway, if a Regents Exam)</li> </ul> </li> </ul> <p><b>Note:</b> No more than 2 Department approved alternatives may be substituted and will not count in the computed average. The locally developed Checkpoint B examination in world languages is not included in the computed average. In instances where students received exemptions from Regents Examinations, the calculation for the honors endorsement will be dependent upon the number of scored Regents Examinations the student has.</p> <ul style="list-style-type: none"> <li>• <b>Students with a minimum of three scored Regents Examinations applicable to the diploma</b> <ul style="list-style-type: none"> <li>○ In instances where students have at least three scored Regents Examinations to be included in the assessments required for the diploma type, exemptions due to COVID-19 would be removed from the calculation. If the computed average of the Regents Examination scores required for the diploma (not including exemptions) equals 90 or above, the student earned the honors endorsement.</li> </ul> </li> <li>• <b>Students with fewer than three scored Regents Examinations applicable to the diploma</b> <ul style="list-style-type: none"> <li>○ The student's final course grade for each exempted Regents Examination will be substituted in the calculation for honors. If the computed average of the scored Regents Examinations and the final course grades for courses for which exemptions were granted equals 90 or above, the student earned the honors endorsement.</li> </ul> </li> </ul> <p><b>Reference:</b> <a href="#">Regents Diploma with Honors</a></p>
Regents Diploma with Advanced Designation	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, and 3 ½ electives</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• 7 required Regents Exams<sup>ii</sup> distributed as follows: 3 mathematics, 2 science (one physical, one life), 1 English, 1 social studies;</li> <li>• successful completion of 1 Pathway<sup>iii</sup>; and <ul style="list-style-type: none"> <li>• each Regents Exam with a score of <b>65 or better</b><sup>iv</sup></li> </ul> </li> </ul> <p><b>Sequence</b><sup>vii</sup>: successful completion of <b>one</b> of the three sequence options:</p> <ul style="list-style-type: none"> <li>• earning an additional 2 units of credit in world languages and passing a locally developed Checkpoint B examination in world languages; or</li> <li>• completing a 5 unit sequence in the Arts; or</li> <li>• completing a 5 unit sequence in CTE</li> </ul> <p><b>Reference:</b> <a href="#">Diploma Types</a></p>

Diploma Type	Available to	Requirements
Regents with <b>Advanced Designation</b> with an annotation that denotes <b>Mastery in Mathematics</b>	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, and 3 ½ electives</p> <p><b>Assessment and Sequence<sup>vii</sup>:</b> Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) <b>and</b> scores 85 or better on each of 3 Regents Examinations in mathematics</p> <p><b>Note:</b> Students who were exempted<sup>iv</sup> from a Regents Examination in mathematics (due to COVID-19 cancellations) may earn the mastery in mathematics endorsement using one of the following conditions:</p> <ul style="list-style-type: none"> <li>passed 2 Regents Examinations in mathematics with a score of 85 or higher and was granted an exemption on a third Regents Examination in mathematics; or</li> <li>passed 1 Regents Examination in mathematics with an 85 or higher and earned a final course grade of 85 or higher in 2 additional mathematics courses culminating in a Regents Examination for which an exemption was granted.</li> </ul> <p><b>Reference:</b> <a href="#">Endorsements and Seals</a></p>
Regents with <b>Advanced Designation</b> with an annotation that denotes <b>Mastery in Science</b>	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, and 3 ½ electives</p> <p><b>Assessment and Sequence<sup>vii</sup>:</b> Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) <b>and</b> scores 85 or better on each of 3 Regents Examinations in science</p> <p><b>Note:</b> Students who were exempted<sup>iv</sup> from a Regents Examination in science (due to COVID-19) may earn the mastery in science endorsement using one of the following conditions:</p> <ul style="list-style-type: none"> <li>passed 2 Regents Examinations in science with a score of 85 or higher and was granted an exemption on a third Regents Examination in science; or</li> <li>passed 1 Regents Examination in science with an 85 or higher and earned a final course grade of 85 or higher in 2 additional science courses culminating in a Regents Examination for which an exemption was granted.</li> </ul> <p><b>Reference:</b> <a href="#">Endorsements and Seals</a></p>

Diploma Type	Available to	Requirements
Regents with <b>Advanced Designation with Honors</b>	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, and 3 ½ electives</p> <p><b>Assessment and Sequence<sup>vii</sup>:</b> Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) with a computed average score of <b>90 or better</b> on all Regents Exams required for the diploma</p> <p><b>Note:</b> No more than 2 Department approved alternatives may be substituted and will not count in the computed average. The locally developed Checkpoint B examination in world languages is not included in the computed average. In instances where students received exemptions from Regents Examinations, the calculation for the honors endorsement will be dependent upon the number of scored Regents Examinations the student has.</p> <ul style="list-style-type: none"> <li>• <b>Students with a minimum of three scored Regents Examinations applicable to the diploma</b> <ul style="list-style-type: none"> <li>○ In instances where students have at least three scored Regents Examinations to be included in the assessments required for the diploma type, exemptions due to COVID-19 would be removed from the calculation. If the computed average of the Regents Examination scores required for the diploma (not including exemptions) equals 90 or above, the student earned the honors endorsement.</li> </ul> </li> <li>• <b>Students with fewer than three scored Regents Examinations applicable to the diploma</b> <ul style="list-style-type: none"> <li>○ The student's final course grade for each exempted Regents Examination will be substituted in the calculation for honors. If the computed average of the scored Regents Examinations and the final course grades for courses for which exemptions were granted equals 90 or above, the student earned the honors endorsement.</li> </ul> </li> </ul> <p><b>Reference:</b> <a href="#">Regents Diploma with Advanced Designation with Honors</a></p>
Local Diploma (through Traditional Appeal)	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, and 3 ½ electives</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• 4 required Regents Exams<sup>ii</sup> (one in each discipline: English, mathematics, science, social studies);</li> <li>• Successful completion of 1 Pathway<sup>iii,v</sup>; and <ul style="list-style-type: none"> <li>• 2 of the above required <b>Regents Exams</b> (including the Pathway, if a Regents Exam) with a score of <b>60-64</b> for which an appeal<sup>vi</sup> is granted by the local district per Commissioner's Regulation 100.5(d)(7); and</li> <li>• remaining required Regents Exams with a score of <b>65 or better<sup>iv</sup></b>.</li> </ul> </li> </ul> <p><b>Reference:</b> <a href="#">Appeals, Safety Nets, and Superintendent Determination</a></p>

Diploma Type	Available to	Requirements
Local Diploma	English Language Learners Only	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, 3 ½ electives</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• 4 required Regents Exams<sup>ii</sup> (one in each discipline: English, mathematics, science, social studies)</li> <li>• Successful completion of 1 Pathway<sup>iii,v</sup>; and <ul style="list-style-type: none"> <li>• the <b>ELA Regents Exam</b> with a score of <b>55-59</b> for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7);</li> <li>• up to 1 of the above required <b>Regents Exam</b> with a score of <b>60-64</b> for which an appeal<sup>vi</sup> is granted by the local district per Commissioner's Regulation 100.5(d)(7);</li> <li>• remaining required Regents Exams with a score of <b>65 or better</b><sup>iv</sup></li> </ul> </li> </ul> <p><b>Note:</b> English Language Learners (ELL) seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible for an appeal in this area if they entered the United States in grade 9 or after and were classified as an ELL when they took the test the second time.</p> <p><b>Reference:</b> <a href="#">Appeals, Safety Nets, and Superintendent Determination</a></p>
Local Diploma	Students with disabilities with an individualized education program (IEP) or if included on the student's Section 504 Accommodation Plan	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, and 3 ½ elective</p> <p><b>Assessment:</b></p> <p><b>a) Low Pass Safety Net Option:</b></p> <ul style="list-style-type: none"> <li>• 4 required Regents Exams<sup>ii</sup> (one in each discipline: English, mathematics, science, social studies);</li> <li>• Successful completion of 1 Pathway<sup>iii</sup>; and <ul style="list-style-type: none"> <li>○ each Regents Exam with a score of <b>55 or better</b><sup>iv</sup></li> </ul> </li> </ul> <p><b>b) Low Pass Safety Net and Appeal:</b></p> <ul style="list-style-type: none"> <li>• 4 required Regents Exams<sup>ii</sup> (one in each discipline: English, mathematics, science, social studies);</li> <li>• Successful completion of 1 Pathway<sup>iii,v</sup>; and <ul style="list-style-type: none"> <li>○ up to 2 Regents Exams with a score of 52-54 for which an appeal<sup>vi</sup> is granted by the local district per Commissioner's Regulation 100.5(d)(7)</li> <li>○ each remaining Regents Exam with a score of <b>55 or better</b><sup>iv</sup></li> </ul> </li> </ul> <p><b>c) Compensatory Safety Net Option:</b> scores between 45-54 on one or more of the required science, social studies, or mathematics (as a pathway) Regents Exams, but compensates the low score with a score of 65 or higher on another required Regents Exam. <b>Note:</b> a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.</p> <p><b>Reference:</b> <a href="#">Appeals, Safety Nets, and Superintendent Determination</a> and <a href="#">Information Related to Graduation Requirements for Students with Disabilities</a></p>

Diploma Type	Available to	Requirements
Local Diploma (through Superintendent Determination)	Students with disabilities with an IEP  Does <b>NOT</b> <b>INCLUDE</b> students with a Section 504 Accommodation Plan	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages, 2 physical education, and 3 ½ electives</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ A superintendent's determination made upon a parent's written request, based on review of documentation, as to graduation-level proficiency in the subject area in which the student was not able to demonstrate proficiency of the State's learning standards through the assessment required for graduation.</li> </ul> <p>To be eligible for the superintendent determination:</p> <ol style="list-style-type: none"> <li>1. The student must have a current individualized education program (IEP) and be receiving special education programs and/or related services.</li> <li>2. The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option.</li> <li>3. The student must have earned the required course credits and have passed, in accordance with district policy, all courses required for graduation, including the Regents courses to prepare for the corresponding required Regents Examination areas (English Language Arts (ELA), mathematics, social studies and science).</li> <li>4. The student must have taken and received a minimum score of 55 on both the ELA and Mathematics Regents Examinations or successfully appealed a score between 52 and 54, except that on or after December 12, 2017, a student who was unable to achieve a minimum score of 55 or did not initiate an appeal of a score of between 52 and 54 on the English and/or Mathematics Regents Examinations may be considered an eligible student for the Superintendent Determination option, provided that the student has completed the requirements for the New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential.</li> <li>5. There must be evidence that the student participated in all Regents Examinations required for graduation but has not passed one or more of these examinations.</li> <li>6. In a subject area where the student was not able to demonstrate his/her proficiency of the State's learning standards through the Regents Examinations required for graduation (including ELA and/or mathematics if using the CDOS Commencement Credential to meet the eligibility condition(s) in #4), there must be evidence that the student has otherwise demonstrated graduation level proficiency in the subject area(s).</li> </ol> <p><b>Reference:</b> <a href="#">Appeals, Safety Nets, and Superintendent Determination and Information Related to Graduation Requirements for Students with Disabilities</a></p>

<b>Diploma Type</b>	<b>Available to</b>	<b>Requirements</b>
Local Diploma (through Special Determination)	All student populations (only applies to June 2022 graduates)	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages, 2 physical education, and 3 ½ electives</p> <p><b>Assessment:</b> To be eligible for the Special Determination, the student must otherwise meet all requirements for graduation in June of 2022 and meet one of the following criteria:</p> <ul style="list-style-type: none"> <li>• The student was enrolled in a course of study or make up program during the 2021-2022 school year leading to a June 2022 Regents Examination, earned credit in such course of study by the scheduled date of the Regents Examination, participated in such examination but did not achieve a passing score or qualify for a Special Appeal; or</li> <li>• The student was enrolled in a course of study or make up program during the 2021-2022 school year that was intended to culminate in the student's participation in a June 2022 Regents Examination and the student earned credit in such course of study by the date of such examination but was unable to participate in such examination due to illness, including isolation restrictions due to COVID. Such illness must be documented by the student's physician, or in the case of COVID, in accordance with the Centers for Disease Control and Prevention (CDC) and or local guidelines for quarantine. A student absent due to COVID should follow the locally developed school or district procedures for reporting such absence.</li> </ul> <p><b>Reference:</b> <a href="#">Special Determination to Graduate with a Local Diploma in June 2022</a></p>
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a <b>Career and Technical Education Endorsement</b>	All student populations	<p><b>Credit:</b> Completes all credit requirements as listed above for specific diploma types and successfully completes an approved career and technical education program</p> <p><b>Assessment:</b> Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the 3 part technical assessment designated for the particular approved career and technical education program which the student has completed</p> <p><b>Reference:</b> <a href="#">Endorsements and Seals</a></p>
Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a <b>Seal of Biliteracy</b>	All student populations	<p><b>Credit:</b> Completes all credit requirements as listed above for specific diploma types (Regents or Regents with advanced designation) and meets the criteria for earning the New York State Seal of Biliteracy</p> <p><b>Assessment:</b> Meets the criteria for <a href="#">Earning the New York State Seal of Biliteracy</a>.</p> <p><b>Reference:</b> <a href="#">The New York State Seal of Biliteracy</a> (NYSSB)</p>
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a <b>Seal of Civic Readiness</b>	All student populations	<p><b>Credit:</b> Completes all credit requirements as listed above for specific diploma types (Regents or Regents with advanced designation) and meets the criteria for earning the New York State Seal of Civic Readiness</p> <p><b>Assessment:</b> Meets the criteria for earning the New York State <a href="#">Seal of Civic Readiness</a>.</p> <p><b>Reference:</b> New York State <a href="#">Seal of Civic Readiness</a></p>

## Non-diploma High School Exiting Credentials

Credential Type	Available to	Requirements
Career Development and Occupational Studies (CDOS) Commencement Credential	All students <b>other than</b> those who are assessed using the NYS Alternate Assessment (NYSSA)	<ul style="list-style-type: none"> <li>Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the areas of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; <b>or</b></li> <li>Student meets criteria for a national work readiness credential</li> </ul> <p>Note: Credential may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten.</p> <p>Reference: <a href="#">Exiting Credentials</a> and Commissioner's Regulations 8 CRR-NY 100.6, <a href="#">High school exiting credentials</a></p>
Skills and Achievement Commencement Credential	Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSSA)	<p>All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.</p> <p>Reference: <a href="#">Exiting Credentials</a>, Special Education Field Advisory: <a href="#">Skills and Achievement Commencement Credential for Students with Severe Disabilities</a>, and Commissioner's Regulations 8 CRR-NY 100.6, <a href="#">High school exiting credentials</a></p>



## Endnotes

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- i. Students with a disability may be excused from the world languages credit requirement if so indicated on the IEP but must still earn 22 units of credit to graduate.
- ii. In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma.
- iii. In **addition** to passing the following 4 required Regents Exams or the corresponding [Department approved alternative examination](#), all students must complete **1** of the following pathway options:
  - earn the New York State [Seal of Civic Readiness](#); or
  - pass an additional mathematics Regents Exam in a different course or Department approved alternative; or
  - pass an additional science Regents Exam in a different course or Department approved alternative; or
  - pass an additional social studies Regents Exam in a different course or Department approved alternative; or
  - pass an additional English assessment in a different course selected from the Department approved alternative list; or
  - pass a [Department Approved Pathway Assessment in the Arts](#); or
  - pass a [Department Approved Pathway Assessment in World Languages](#); or
  - successfully complete all the requirements for the [CDOS Commencement Credential](#); or
  - successfully complete an [approved CTE program](#), including the associated 3-part technical assessment.

The additional assessment must measure a different course than that which was measured by one of the four required exams above, or an approved pathway assessment in the Arts, CDOS, or world languages. Additional information can be referenced on the NYSED's [Multiple Pathways](#) webpage.
- iv. An assessment **exemption** may be accepted in lieu of a Regents Examination, pathway assessment, or Department approved alternative exam. Additional information can be referenced in the following FAQs: [June/August 2020](#), [January 2021](#), [June/August 2021](#), and [January 2022](#), and [FAQ on Cancellation of Regents Exam in US History and Government \(Framework\)](#). Additionally, if a school grants a **special appeal**, the student is deemed to have met the assessment requirement. Additional information can be referenced in the [Special Appeals Memo](#) and [FAQ](#).
- v. Regents Exams used to meet the pathway requirement may be appealed.
- vi. Non-Regents pathway assessments and Department approved alternative exams are not subject to the Appeal Process.
- vii. Students with a disability who are excused from the world languages requirement per their IEP need not complete a sequence in world languages nor a 5 unit sequence in the Arts or CTE in order to meet the requirements for the Regents diploma with advanced designation.

## **PK-12 Student Parent Handbook 2022-2023**

### **HOMEWORK:**

Homework is defined as the out-of-class tasks that students are assigned as an extension of the classroom. Homework is a necessary and valuable part of school life, if properly designed, carefully planned, and geared to the development of the individual student's educational program.

The purpose of assigning homework is to:

- Encourage development of independent study habits, skills and responsibilities.
- Reinforce, enrich and extend learning by providing additional educational opportunities outside the classroom.
- Prepare students for learning by providing background knowledge.
- Help students to complete certain projects such as reading of worthwhile books and the preparation of research papers.
- Afford an opportunity for parents to acquaint themselves with the school program and their children's educational process.

#### Parents' role

Parents should expect that their children will have homework and should consider it an important part of the school's requirements. To support this, parents are encouraged to:

- Provide for their children an adequate work space with good lighting; tools and supplies they need to do their work; and a quiet, uninterrupted study time, preferably on a regular schedule.
- Understand, accept, and support the idea that their child may be required to stay 10<sup>th</sup> period (2:28 - 3:12 PM) in order to make up work.
- Show interest in their child's homework by monitoring it on a regular basis to see if it is complete.
- Support their child in the completion of homework; but do not complete the work for their child.
- Contact school personnel as soon as possible if the need arises.

#### Students' role

It is expected that students will:

- Keep a written record of the assignments and their due dates.
- Plan adequate time to complete the assignments.
- Strive for neat, accurate and complete homework.
- Ask questions in class or seek help immediately after class or after school if the assignment is not understood.
- Work independently (that is to say, no copying) or work cooperatively with others as indicated by your teacher.

#### Teachers' role

Teachers will strive to regularly assign homework that is clear, meaningful and varied. To make homework an effective learning tool, it is suggested those teachers:

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- Define and communicate expectations for homework to students and parents early in the school year (and repeat periodically).
- Regularly provide feedback to the students on the quality of the work they are doing.
- Be available for students to seek extra help.
- Inform parents as early as possible if homework difficulties occur.
- Individualize assignments, taking into account the ability level and interest of the students.
- Ensure that students thoroughly understand what the homework assignment entails.

### Guidelines for Elementary Homework Assignments

The general guideline for elementary homework is 10 minutes per grade level – 1<sup>st</sup> grade 10 minutes, 2<sup>nd</sup> grade 20 minutes, 3<sup>rd</sup> grade 30 minutes, 4<sup>th</sup> grade 40 minutes, 5<sup>th</sup> grade 50 minutes, and 6<sup>th</sup> grade 60 minutes.

There may be an occasional night on which the time required to complete the homework will exceed these guidelines. If this is happening on a regular basis and/or if a student is experiencing great difficulty in completing their homework, the parent should send a note to the classroom teacher describing the difficulty the student is experiencing and the amount of time the student spent on it. **We would never expect a student to spend an excessive amount of time completing an assignment.** Students who do not complete assigned homework and do not have a parent note, may be assigned an after school detention to complete the assignment(s).

### **HONOR ROLL (7<sup>th</sup>-12<sup>th</sup> Grades):**

The honor roll is determined one week after each school quarter. Students with an 84.5%-89.4% average will be listed on the honor roll. Students with an average of 89.5%-or higher will be listed on the high honor roll. Classes are “weighted” so that a full year course has a value of 1.0, while a half-year course equals 0.5 and a quarter year course is .25. *Please note: students who have an “incomplete” as a grade may not be listed on any honor roll.*

### **LATE TO CLASS (7<sup>th</sup>-12<sup>th</sup> grade):**

#### Purpose:

Students have ample time between classes to visit their lockers and be on time for their next class. Coming into class late not only hurts the student who is coming in late, but also negatively affects the teacher and the rest of the class.

#### Expectations:

All students are expected to be in their classrooms and in their seats ready to work when the bell rings.

#### Procedures:

In order to minimize students coming in late to class the following discipline will be issued by the classroom teacher::

- **A late student will always be admitted into class.**
- **1st offense = verbal warning from the teacher**
- **2nd offense = verbal warning from the teacher**
- **3rd offense = phone call home and after school detention with the teacher**

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- **Chronic tardiness will result in additional consequences to make up for the loss of instructional time.**

### **LOCKERS & DESKS:**

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

7<sup>th</sup>-12<sup>th</sup> grade students are assigned lockers and are responsible for the security and content of their assigned lockers. Locker combinations should not be revealed to anyone. Students should not permit others to use their lockers. Lockers are to be kept locked. Students are not to deface or damage lockers or use magic markers, paint or stickers inside or outside their lockers. All lockers need to be emptied and cleaned before final exams in June. They will be inspected. Any damage, graffiti or stickers that require repair or removal will be **billed to the parent/guardian of the student assigned to the locker**. If someone damages or defaces your locker during the year, report it at once.

Students are encouraged not to leave any valuables in their lockers or desks. ***The school is not responsible for lost or stolen items.***

### **MAKING UP MISSED WORK:**

All tests, quizzes, homework or other work missed due to absence from school is to be made up. The student, parent or guardian must check with the teachers for missed tests or assignments. The deadline for completion of work will be at the discretion of the teacher, but the general rule is that missed work should be completed in the amount of time equal to the time missed plus one day.

#### Procedure:

- Requests for homework must be made by 8:30 AM to the appropriate office. For elementary students please call 854-9505 and for high school students please call 854-7600. This is the only time during the school day that homework may be requested. Gathering homework for absent students is a courtesy offered by the school offices and does not guarantee delivery of all assignments.
- Teachers are asked to deliver assignments to their respective office no later than 2:00 PM.
- Homework is available for pickup in the office between 2:00 PM and 3:30 PM.

Any long-term (5 days or more) absences due to illness should be reported to your child's office as well as the guidance office as soon as possible so that alternate educational services may be arranged if appropriate.

### **NATIONAL HONOR SOCIETY (9<sup>th</sup>-12<sup>th</sup> grade only):**

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To be eligible for the National Honor Society, a student must maintain an 87.5 GPA through his/her junior year. Students then receive points for extracurricular activities such as sports, clubs, community and church activities and service learning. Members of the faculty rate each student on character, leadership and service. A meeting of a faculty council determines the students that will be inducted based on the above criteria. Any inquiries regarding the National Honor Society may be addressed to Mrs. Carol McPhee or Mrs. Vicki Perkins (SS).

### **NATIONAL HONOR SOCIETY SELECTION PROCESS**

#### **SPRING:**

- NHS advisors/school counselor/current NHS members go into grade 8-11 classes and provide an overview of what NHS is and the process that is used for selection.

#### **AUGUST/SEPTEMBER:**

- The Guidance Office will generate a list of students who have earned an 87.5% and are therefore eligible to apply for consideration for entry into the NHS.
- A letter will be sent to all academically eligible students in grades 11 and 12 asking students to confirm that they want to pursue the application process for the NHS.
- Students will be required to affirm or deny their intent in writing.
- NHS advisors will hold a meeting to hand out the NHS Student Application and review the application process and answer any questions.
- The faculty council will be appointed by the principal.

#### **OCTOBER:**

- Candidates are rated by the faculty in the areas of service, leadership & character using criteria recommended in the NHS Handbook.
- The Faculty Council will evaluate/rate applications and develop the list of those candidates that have been selected for entry, as well as the list of those who have not gained entry.
- The NHS advisor(s) will send a letter to all applicants notifying them of the Faculty Council's decision.

#### **NOVEMBER:**

- The induction ceremony will take place.

### **PARENT-TEACHER ASSOCIATION:**

The Salem Central School PTA is composed of individuals who are dedicated and interested in our educational program. Members of the association meet to discuss educational matters and plan various functions for students, faculty and association volunteers. We welcome your involvement in our PTA.

### **PARENT-TEACHER CONFERENCES:**

Elementary student regular Parent-Teacher conferences are scheduled during the months of October and/or November. You will receive notification and schedules from your child's elementary teacher for these conferences. Grades 7-12, if at any time throughout the school year you would like a conference with any of your child's teachers, please do not hesitate to contact your child's guidance counselor office to arrange this @ 518-854-6010..

### **PHYSICAL EDUCATION PARTICIPATION:**

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The following guidelines have been set forth as a basic expectation for physical education participation:

1. Physical education is a required subject, therefore all students must participate in some manner according to their physical abilities.
2. Students who are unable to participate in the entire program will have his/her activities modified to meet and/or improve his/her condition.
3. Legal excuses from gym participation must be secured from a physician. A physical activity form may be obtained from the school nurse which the physician completes and returns to the school.
4. Physician's orders will always be followed for students with injuries and limitations, however the students must report to the physical education teacher at their assigned class period for alternate assignment.

### **POSTER POLICY:**

Posters and announcements displayed in any area of the school (PreK-12) must be approved by the Principal prior to being displayed. Posters lacking approval will be removed. These items will be placed on bulletin boards and ceramic tile walls only and may not be placed on painted walls or windows. The Principal may grant exceptions.

### **PLACEMENT PROCEDURE for ELEMENTARY STUDENTS:**

Salem Elementary School holds the philosophy that students in the elementary grades benefit educationally and socially by being grouped in heterogeneous classes. For this reason the process of developing class lists each year is a deliberate and careful one during which many factors are considered, such as:

- ... total number of students
- ... the number of boys and girls
- ... interpersonal relationships
- ... academic, social and emotional differences
- ... the number of students in need of remediation or special education services
- ... learning styles

Class lists are developed by the teacher and principal. Parents wishing to add further information which might be relevant to making placement decisions should meet with their child's current teacher and or the principal in early April to share this information.

You may not request a specific teacher. The written information you provide should describe the needs of your child and should not be a request for a specific teacher. The final decision for a class placement rests with the principal.

Ultimately, all individual class placements will be made in accordance with Salem Central School's desire to create the best educational environment for all students.

**This information should also be put in writing and submitted to the Principal prior to April 15<sup>th</sup>.**

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### **PROGRESS and QUARTERLY REPORTS:**

#### Interim Reports: (Grades 5- 12 only)

Interim reports are generated at the 5-week point during each marking period. Interim reports are given directly to the student to take home. Interim reports are not mailed home. Quarterly report cards will be mailed home on the dates specified on page 5 of this handbook.

#### Weekly progress reports (optional):

Weekly progress reports are an option that parents or the guidance counselor may request. The student picks up a progress report form on Friday morning and takes it to each of his/her teachers so that they may note that week's performance or progress. The student takes the report home over the weekend for review. The parent signs the report and the student discusses the report with the guidance counselor Monday morning before first period.

#### Additional concerns:

If parents have any concerns at all, they are encouraged to contact the guidance office directly. In the case of serious academic difficulties, parents should call to schedule a meeting. At a parent's request or at the request of the teacher, guidance will schedule a meeting with the student, parents and all teachers to discuss the student's progress.

### **RECESS/PLAYGROUND RULES PreK-6:**

The following is a list of acceptable and expected behaviors for students during recess:

- The teacher aides are in charge of all activities during recess. All directions must be followed immediately and without question.
- Students must notify the aide immediately when they are injured, regardless of how minor the injury is. They must also notify the aide if they arrive late or have to leave early.
- Appropriate language, hand gestures and tone of voice (no screaming) must be used at all times.
- Food and candy are not allowed at recess.
- All equipment must be used for its intended purpose. If an item leaves the playground (i.e., goes into the parking lot or on the roof) the aide must be notified to make arrangements to have the item retrieved.
- Throwing items not intended to be thrown is prohibited, i.e., pinecones, snowballs, rocks, wood chips, ice, etc.
- During certain seasons (mud, ice, snow/wet conditions) only students with appropriate footwear will be allowed off the paved area.
- All students must line up quickly and quietly when the signal is given.

The following actions are seen as dangerous and are not allowed on the playground:

- Pushing, pulling, or picking up other children.
- Jumping off swings, slides, and/or monkey bars; having more than one person at a time on the swings as well as running too closely to the swings or other equipment.
- Climbing up the slides as well as walking and/or sitting on tunnels and railings.
- Playing too close to the school building.

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***Your elementary child will have recess daily.*** Weather permitting, your child will go outside for recess; therefore, appropriate outdoor clothes should be worn for outdoor play at all times during the year. Please be sure to send your child to school with proper outdoor clothing such as mittens/gloves, hat, warm coat, and boots. Labeling clothing helps to identify lost items. In the event of severe weather, recess is conducted indoors.

### **RETENTION PROCEDURE for ELEMENTARY STUDENTS:**

It is essential that each child experience both challenge and success from school activities. Grade placement should enhance this goal. The concept of grade placement is based on the premise that appropriate experiences will be provided for children at particular stages of physical, emotional, and academic growth.

State curriculum guides indicate goals and standards for achievement by the "average" student at each grade level. However, academic growth does not take place at the same pace for all children. Certain students may achieve mastery in a shorter period, while others need additional time. Promotion and retention are methods of meeting the needs of all children.

**The decision to promote or retain will be based on several factors:**

- Academic achievement compared to the state curriculum guides and benchmarks. Priority will be placed on language arts and mathematics.
- The social and emotional development of the child.
- The age of the child.
- The continual lack of work completion.
- The disabilities and special needs of the child.
- The teacher's professional judgment and recommendations.

### **Other Procedures:**

- All recommendations concerning grade placement must be referred to the Child Study Team. Final authority for grade placement rests with the building principal.
- The parents will be notified by the end of the third quarter of the consideration of retention by the classroom teacher.
- As appropriate, a meeting to inform the child will be scheduled with the teacher, student, and parent.
- No child shall be retained more than once in the primary level and once in the intermediate level in the elementary school.

### **SAFE SCHOOL PLAN:**

Salem Central School places a high emphasis on maintaining a safe environment in which all students can feel secure and learn to their maximum ability. Maintenance of this environment requires a cooperative effort between parents, students, school staff, and community members. Our district has developed a safe school plan which establishes procedures that deal with all potential situations. A copy of the school safety plan is on file in the District Office. If at any time you have safety concerns, we encourage you to please share them with us.

### **SEXUAL HARASSMENT:**



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Title IX of the Education Amendments of 1972: The Salem Central School District does not discriminate on the basis of race, religion, color, or national origin in the employment and education opportunities it offers, including vocational educational opportunities.

Also, as required by title IX of the Education Amendments of 1972, Salem Central School District does not discriminate on the basis of gender in educational programs or appointments of employees, employee pay and benefits, counseling services for students, access by students to educational programs, course offerings, textbooks, and student activities.

The Superintendent of Schools will provide information upon request, including information on complaint procedures, to any student or employee who feels that his or her rights under title IX may have been violated by the district or its officials. In addition, any student or employee may make an inquiry or a complaint directly to the Federal Office for Civil Rights. The address and phone number of this office may be obtained from the Superintendent's office, 854-7855.

### **Students and Sexual Harassment:**

The school is committed to safeguarding the rights of all students to work and learn in an environment that is free from all forms of sexual harassment. Conduct is deemed to be sexual harassment when a student perceives such behavior as unwelcome, such as inappropriate touching, verbal or written comments, sexual name-calling, gestures, jokes and pictures.

Students who believe that they have been subjected to sexual harassment by any individual on school grounds or at school activities, should report the alleged misconduct immediately to their bus driver, school nurse, teacher, counselor, principal or superintendent.

Reports of sexual harassment will be thoroughly investigated. Violation of this policy will be treated as a serious disciplinary infraction. No student shall be subjected to adverse retaliation for any good-faith report of harassment or for participating in an investigation about harassment under this policy. To the extent possible, all reports of harassment will be kept confidential. A person who is found, after an appropriate investigation, to have engaged in the sexual harassment of a student or a school employee will be subject to appropriate disciplinary action.

### **SKATEBOARDS AND RECREATIONAL VEHICLES:**

Due to the risk of injury and school insurance restrictions, skateboards, roller blades, snowmobiles, ATV's or any other recreational vehicles are not allowed on school property. Bicycles may only be used as commuting vehicles.

### **SMOKING AND USE OF TOBACCO AND VAPING DEVICES -- SCHOOL POLICY:**

Board of Education regulations prohibit a student from using any form of tobacco, including smokeless tobacco, vaping devices and related products in the school building, on campus, **at** school events, or on the school buses. No student may use, possess, sell, offer or distribute smoking or tobacco products or related materials including but not limited to lighters, matches and rolling papers. This also includes the possession or use of e-cigs, vaping pens, juuls, other vaping devices and related products whether or not specifically illegal.

Students found using or possessing tobacco substances and/or vaping devices are subject to suspension from school. The use of e-cigarettes, vaping devices, and/or vaping products will

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result in a minimum disciplinary action of in-school-suspension (ALE) for the first offense and may result in out-of-school suspension depending on the circumstances and/or number of repeated offenses. The Principal has full discretion over the final determination of disciplinary action. Tobacco products, vaping products and devices will be confiscated. Confiscated items *including the vaping device* WILL NOT be returned. (*See Discipline Schedule*).

Salem Central School has been designated by the Board of Education as a "Smoke Free Zone". **Smoking at any time by anyone on school property is prohibited.**

### **SPECIAL EDUCATION:**

Special Education means specially designed individualized or group instruction or special services or programs to meet the unique needs of any students with disabilities. Special education services and programs are provided at no cost to the parent.

Students suspected of having a disability are referred to a multidisciplinary team called the Child Study Team. For more specific questions, or if you feel your child might be a child with a disability, call our Coordinator of Special Education, at 854-6020.

### **STUDENT PARKING:**

#### Purpose:

In order to give students the opportunity and privilege of driving to school, while maintaining safety and fairness in the process, the following student parking procedures have been established:

#### Procedures:

*Sec. 1670 of the Vehicle and Traffic Law authorizes school districts to regulate, restrict or prohibit parking or standing, and to regulate the direction and speed of traffic and otherwise to regulate, restrict or prohibit the movement of motor traffic on any parking fields, driveways, or public ways accessory to any school, playground or facility under the jurisdiction of the school district. Under the law, a violation of any such rule or regulation will be a traffic infraction subject to full penalty of the law.*

The limited number of student parking spaces will be given to the senior class first. A student must be a licensed driver in order to apply for parking privileges. Students will receive a numbered parking tag. Tag numbers are assigned to each student as a reference for identifying the student and the vehicle that he/she will be driving to school. Tag numbers **do not** designate a parking spot number. Students are to park in any available spot in the student parking lot by the tennis courts. Students are not allowed to park on the high school circle, the paved lot by the primary building/playground area, the dirt parking lot by the bus garage, Warren Street, or East Broadway. Any vehicle parked on school grounds without a parking tag displayed will lose parking privileges and may face additional disciplinary consequences.

#### Rules:

- No student is to enter any vehicle during the school hours of 8:05 - 2:25 unless authorized to do so by the principal.
- Vehicular speed on school property must never exceed 10 miles per hour.

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- Vehicles may not pass occupied buses on school property.
- Buses will always have the right away.
- Vehicles must first stop when executing turns into areas where vision is partially or completely obstructed.
- By signing and registering a vehicle to be parked on school property, the student grants school and law enforcement officials the right to search said vehicle for contraband with probable cause.
- Cars will be parked only in designated student parking areas with the tag prominently displayed on the rear view mirror.
- An annual fee of \$5 must be paid by any student obtaining a parking pass. This fee will be refunded upon return of the parking pass to the high school office.

### **STUDY HALLS (7<sup>th</sup>-12<sup>th</sup> grade only):**

Students must have a pre-signed pass in order to leave study hall to go to the library, the gym or to a teacher. Students may not go to the cafeteria during a study hall.

### **SUBSTANCE USE SERVICES:**

Upon request, the following individuals in the district are designated to provide information to students, parents, and staff regarding available substance use services:

TBD, Elementary School Counselor  
Kaelan Glass, Middle School Counselor  
Kristin Eastman, Jr/Sr High School Counselor  
Sandi Braymer, School Nurse  
Francesca Telesco, Social Worker

Any information provided by a student, parent or teacher in relation to a request for substance use services will be treated as confidential and cannot be used in disciplinary proceedings. The school employee's usual legal reporting duties, however, still apply to such information.

### **TELEPHONES/MESSAGES:**

Students may use the office phone for school-related matters only. Students will not be called out of class to take a telephone call except in an emergency. In the event of extra-curricular event cancellations or emergencies, students will be allowed to call home from a classroom or the office to notify parents. (Refer to **ELECTRONIC EQUIPMENT AND CELL PHONES p. 14** for the school policy regarding cell phone use during the school day).

***Please remember that the office secretaries assist the administrators, faculty, and the staff. As a result of increasing responsibilities, passing on non-emergency messages between parents and students can only be done on a limited basis. Parents and students - please plan ahead!***

### **TENTH PERIOD K-12:**

**10<sup>th</sup> period is from 2:28 – 3:12 PM Tuesdays, Wednesdays, and Thursdays only.**

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Bus transportation will be provided on Mondays and Fridays at 2:30 PM and Tuesdays, Wednesdays, and Thursdays at both 2:30 PM and 3:12 PM. Students who have all of their work completed and have not been detained by faculty or administrators are excused at 2:20 PM (K-6 students) and 2:24 PM (7-12 students).

To avoid scheduling conflicts, 7-12 students should make prior arrangements with the teacher to stay during 10<sup>th</sup> period. If a conflict should arise, the following list should be used to prioritize what to do during 10<sup>th</sup> period:

1. Administrative detention  
*May be served with a teacher with approval of the Principal (see: Administrative detention)*
2. Teacher detention
3. Making up missed class time
4. Getting extra help
5. Extracurricular activities and athletics

### TOP 10 SENIORS:

Each year, the ten seniors with the highest cumulative grade point average are announced as the **Top 10 Seniors**. This is a great academic honor at Salem Washington Academy.

All courses are used in the ranking, each being weighted according to its credit and honors/AP status. Final rank is calculated after the end of the 3<sup>rd</sup> marking period. Information is shared with students, parents, and then the media.

### TRANSPORTATION TO SCHOOL SPONSORED EVENTS:

Transportation that is sponsored by the school or by a school sponsored organization is under the jurisdiction of the school. Conduct shall be in accordance with existing standards (*See: Bus conduct.*) Teachers, coaches, and chaperones will be in charge.

Students participating in off campus functions are not permitted to drive to those functions, unless extenuating circumstances prevent them from traveling on the school bus and they have prior permission from the Superintendent to drive on their own.

According to the school District Policy Manual, Section 5730, "...Where the District has provided transportation to students enrolled in the District to a school sponsored field trip, extracurricular activity or any other similar event, it shall provide transportation back to either the point of departure or to the appropriate school in the District unless the parent or legal guardian of a student participating in such event has provided the District with written notice...authorizing an alternative form of return transportation for such student..."

Therefore, a parent or legal guardian may write a note indicating that his/her child may ride home with **another adult** from a school sponsored event. **Notes must be brought to the appropriate coach, advisor, staff member, or the high school office prior to the event. Permission via a phone call will not be accepted.**

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### TRUANCY:

NYS Education Law requires that children of compulsory school age must attend full time instruction. Student unauthorized absence from school (without the knowledge and consent of the parent) is considered truancy. Truancy is a violation of New York State Law and is subject to disciplinary measures imposed both by the school and Family Court. (See: *Discipline Schedule*.)

Chronic truancy of a student below the compulsory education age may result in the filing of a Truancy Prevention Referral and/or a PINS (Person in Need of Supervision) petition.

### VISITORS:

#### General:

A visitor is anyone who is not a regular staff member or a student of the school. The school policy is to accept any visitors who have legitimate business at the school.

**All visitors must sign in and out at the office and wear a visitor badge at all times.**

Visitors are expected to follow all school rules and conduct themselves in an appropriate manner. Any failure to meet this expectation may result in a visitor being asked to leave the premises. Any individual on school grounds without legitimate school business may be considered a “criminal trespasser” and may be reported to the local authorities as such.

#### Parental visits to the classroom:

Parents are generally welcome to visit and observe their child's classroom. However it is vital that any parent interested in doing so make arrangements with the classroom teacher at least 48 hours in advance and be willing to schedule the visit on a day on which the visit will be minimally disruptive to the instructional process.

#### Alumni visits :

Please contact the person you would like to visit and schedule an appointment at a free period or after 2:30PM.

### VOLUNTEER RESCUE/FIRE:

Students who are on volunteer squads may not leave during the school day. Volunteering for the rescue squad or fire department is a very positive and worthy endeavor. However, it is not recognized by the state of New York nor the Salem Board of Education as a legal reason to miss classes. Emergency pagers may not be worn at any time during the school day. Pagers must be left in the student's locker and be kept off. ***The school is not responsible for lost or stolen pagers.***

### 2022-2023 DISCIPLINE SCHEDULE for Grades PK-6:

#### Student Behavior

#### Possible Consequences

#### 1st Referral

#### 2nd Referral

#### 3rd Referral

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Illegal Absence/ Tardiness	Parent Contact Warning	Parent Contact Warning	Parent Contact Warning
Cheating	Parent Contact Zero Grade	Parent Contact Zero Grade Detention	Parent Contact Zero Grade Detention Suspension
Destruction of School Property	Parent Contact Restitution* Detention	Parent Contact Restitution* Suspension	Parent Contact Restitution* Supt. Hearing
Disruptive Action Which Interferes with Learning	Parent Contact Warning Detention	Parent Contact Restricted from activities Detention	Parent Contact Suspension
False Alarms	Parent Contact Police Contact Suspension Supt. Hearing	Parent Contact Police Contact Supt. Hearing	
Fighting	Parent Contact Detention and/or Suspension	Parent Contact Suspension	Parent Contact Suspension Supt. Hearing
Inappropriate Dress	Warning Change of Clothing	Parent Contact Change of Clothing Detention	Parent Contact Suspension
Insubordination	Parent Contact Detention	Parent Contact Detention or Suspension	Parent Contact Suspension and/or Supt. Hearing
Lying	Parent Contact Detention	Parent Contact Detention	Parent Contact Suspension

### **Student Behavior**

### **Possible Consequences**

	<b><u>1st Referral</u></b>	<b><u>2nd Referral</u></b>	<b><u>3rd Referral</u></b>
Running	Warning	Parent Contact Detention	Parent Contact Detention
Spitting	Parent Contact Detention	Parent Contact Detention	Parent Contact Suspension
Skateboards, radios, walkmans, pagers, cellular phones, laser lights, and other electronic devices	Confiscation Parent Contact	Confiscation Parent Contact Detention	Confiscation Parent Conf. Detention

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Cigarette Use	Parent Contact Detention/or Suspension	Parent Contact Suspension	Parent Contact Suspension
Cigarette Possession	Parent Contact Confiscation Detention	Parent Contact Confiscation Suspension	Parent Contact Confiscation Suspension Supt. Hearing
Alcohol Use	Parent Contact Suspension Probation/ Family Court Police Contact	Parent Contact Suspension Probation/Family Court Police Contact	Parent Contact Supt. Hearing
Alcohol Possession	Parent Contact Confiscation Suspension Police Contact	Parent Contact Confiscation Supt. Hearing	
Drug Use	Parent Contact Probation/ Family Court Suspension Police Contact Supt. Hearing	Parent Contact Probation/Family Court Suspension Police Contact Supt. Hearing	Parent Contact Supt. Hearing
Drug Possession	Parent Contact Probation/ Family Court Suspension Police Contact	Parent Contact Probation/Family Court Suspension Police Contact	Parent Contact Supt. Hearing
Theft	Parent Contact Restitution Detention	Parent Contact Restitution Suspension Possible Police Contact	Supt. Hearing

### **Student Behavior**

### **Possible Consequences**

	<b><u>1st Referral</u></b>	<b><u>2nd Referral</u></b>	<b><u>3rd Referral</u></b>
Threat of School Personnel	Parent Contact Suspension Possible Supt. Hearing	Supt. Hearing	
Threat of a Student	Parent Contact Detention and/or Suspension	Parent Contact Suspension Possible Supt. Hearing	Supt. Hearing

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Assault of School Personnel and Students	Parent Contact Detention and/or Suspension Possible Police Contact	Supt. Hearing	
Verbal Abuse/Harassment of Students	Parent Contact Detention	Parent Contact Suspension	Parent Contact Suspension Supt. Hearing
Verbal Abuse/Harassment	Parent Contact Suspension	Parent Contact Suspension	Supt. Hearing
Vulgar Language/Gestures	Detention	Parent Contact Detention	Parent Contact Suspension
Weapons	Parent Contact Suspension Supt. Hearing Police Contact Probation/Family Court	Parent Contact Suspension Supt. Hearing Police Contact Probation/Family Court	Parent Contact Suspension Supt. Hearing Police Contact Probation/ Family Court

Please note -- **The school administration has full discretion over the nature and scope of all disciplinary consequences.** The aforementioned schedule is intended as a general guide in determining the likely penalty for some offenses. Administration reserves the right to increase or decrease penalties based on the following: the student's grade in school, the student's prior disciplinary record, the severity of the offense along with the circumstances that led to it, the effectiveness of other forms of discipline, information from concerned parties as well as other extenuating circumstances.

### **2022-2023 DISCIPLINE SCHEDULE for Grades 7-12:**

	1 <sup>st</sup> offense	2 <sup>nd</sup> offense	3 <sup>rd</sup> offense	4 <sup>th</sup> offense
LEVEL I	Warning or Detention	Detention or ALE	ALE or Suspension	ALE or Suspension
LEVEL II	Warning, Loss of Privs, Det, ALE, Suspension (1-2 days)	Loss of Privs, Det, ALE or Suspension (2-5 days)	Loss of Privs, Det, ALE or Suspension (3-5 days)	ALE or Suspension (up to 5 days) And/or Supt. Hearing
LEVEL III	ALE or Suspension (1-5 days)	ALE or Suspension (2-5 days)	ALE or Suspension (3-5 days)	Suspension (up to 5 days) and/or supt. hearing
LEVEL IV	Suspension (1-5 days)	Suspension (3-5 days)	Suspension 5 days	Suspension (5 days) /Supt. Hearing
LEVEL V	5 days suspension and superintendent's hearing.			



## **PK-12 Student Parent Handbook 2022-2023**

### **LEVEL I offenses:** Generally minor infractions such as:

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- Cell phones or any other electronic devices used without teacher permission may be confiscated and brought to the high school office.
- Food or drinks out of the cafeteria
- Littering
- Hallway with no passbook
- Excessive show of affection
- Parking violation
- Running in halls
- Skateboarding/rollerblading on school grounds
- Making unreasonable noise

### **LEVEL II offenses:** More serious infractions and disruption:

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- Abusing pass privileges
- Dress code violation
- Failure to stay after for a teacher
- Rude or discourteous behavior
- Cutting class
- Removal from class for disruption
- Speaking/gesturing in vulgar or profane manner
- Cafeteria disruption
- Photographing/videotaping/recording other students/faculty/staff without their expressed permission
- Use of electronic device to take photos/videos in locker/bathroom

### **LEVEL III offenses:**

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- Disruption during detention
- Disruption or inappropriate behavior during a field-trip or assembly
- Excessive horseplay
- Forgery or alteration of pass
- Tobacco use or possession
- Leaving school grounds without permission
- Forgery of early dismissal or absentee excuse
- Insubordination
- Lateness to class, chronic
- Throwing objects
- Truancy
- Verbally or physically harassing another student
- Possession/use of vaping device and/or products

### **LEVEL IV offenses:**

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- Disruption or insubordination in ALE room
- Fighting
- Assaulting a student
- Damaging/defacing school property
- Leaving ALE room w/o permission
- Stealing/possession of stolen property
- Swearing at a teacher or staff
- Dangerous vehicle misuse on school grounds

### **LEVEL V offenses:**

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- Assaulting faculty/staff member
- Bomb threats false alarms, or intentionally making a false report
- Drugs or alcohol – use or possession on school grounds
- Damaging private property

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- Damaging school property
- Extortion
- Threatening a faculty or staff member
- Threatening to use a weapon
- Weapon (actual or apparent) - possession on school grounds, school transportation or at a school event

Please note -- **The school administration has full discretion over the nature and scope of all disciplinary consequences.** The aforementioned schedule is intended as a general guide in determining the likely penalty for some offenses. Administration reserves the right to increase or decrease penalties based on the following: the student's grade in school, the student's prior disciplinary record, the severity of the offense along with the circumstances that led to it, the effectiveness of other forms of discipline, information from concerned parties as well as other extenuating circumstances.

### **Administration's Discretion:**

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**The following offenses are deemed unacceptable at Salem Central School and will be dealt with on an individual basis by Administration. In all cases, emphasis will be put on students' welfare and a prompt and fair resolution of the situation. All violations are explained in greater detail in the Salem Code of Conduct.**

- Defamation
- Discrimination
- Intimidation/bullying
- Harassment
- Hazing
- Indecent exposure
- Possession of obscene materials
- Cyberbullying

### **Other offenses:**

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- **At the beginning of each quarter, unexcused absences to school will result in the following: Tardy #3 = office detention. Tardy # 6 = office detention. Tardy #9 = ALE. The cycle will repeat as needed.**
- Skipping an office or teacher detention (10<sup>th</sup> period) will result in the student having to serve the missed detention plus an additional office detention.
- Skipping an office detention or teacher detention (10<sup>th</sup> period) a second time will result in assignment of ALE. **(Missing a 10<sup>th</sup> period assignment is the same as leaving school grounds without permission. The regular school day ends at 3:12 PM)**
- Bus misconduct will be categorized and disciplined according to the related level offense and may result in additional consequence(s) of an assigned seat and/or result in temporary loss of bus privileges.
- A parking violation may result in loss of parking privileges.
- In addition to the appropriate level consequence, violation of the computer acceptable use policy may include: 1<sup>st</sup> offense = loss of computer privileges for up to 10 days; 2<sup>nd</sup> offense = loss of privileges for up to 30 days; 3<sup>rd</sup> offense = loss of privileges for 30 or more days up to the remainder of the school year.

### Procedures:

The amount of due process the student is entitled to receive before a penalty is imposed depends on the penalty. In all cases, regardless of the penalty imposed, the school personnel

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authorized to impose the penalty must inform the student of the alleged misconduct and must investigate to the extent necessary the facts surrounding the alleged misconduct.

All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

### **Alternative Learning Environment (ALE):**

#### Definition

The Alternative Learning Environment (In-School-Suspension) is a disciplinary consequence for disorderly, disruptive or insubordinate students or for students who engage in "avoidance" behavior such as truancy and/or cutting class.

- Students who are scheduled for a full day of ALE will spend the entire day, from 8:00am to 3:12pm, in the ALE room working on assignments provided by their classroom teachers. Lunch is eaten in the ALE room. Students scheduled in ALE are not permitted to leave the ALE room to attend any classes. Students who are tardy to ALE or leave early due to early dismissal will be scheduled to make up this missed ALE time the following school day. (See Procedure below)
- Students who are removed from class for violent, disruptive or non-compliant behavior will be assigned to ALE for a minimum of the remainder of the class period or as directed by the Principal up to the end of the school day (3:12pm) until the issue has been deemed resolved.

#### Purpose

The main purpose of ALE is to provide students with a disciplinary alternative to out-of-school-suspension while providing them with an equivalent educational experience outside of the classroom. Students are supervised by a staff member who monitors student behavior and works in accordance with classroom teachers to ensure that students are receiving meaningful instruction.

#### Procedure

- After a student is referred to the office for violating the disciplinary code, he/she will be provided with a due-process meeting with Administration.
- If it is determined that the student's behavior is serious or chronic enough, Administration will assign the student ALE as soon as practical.
- Administration will attempt to contact the student's parent by telephone and will also notify them, in writing, of the day of and reason for the ALE.
- Parents have a right to request an informal conference with Administration.
- The ALE teacher will contact all of the student's classroom teachers as soon as possible to notify them that the student will be serving ALE.
- In turn, the student's classroom teachers will prepare relevant and meaningful assignments and deliver them to the ALE room as soon as possible.
- The ALE teacher will collect assignments and administer them to the students during the day, helping where necessary.
- The ALE teacher will return the assignments to each individual teacher's mailbox.
- **Students who complete their assignments in ALE will be recorded by individual classroom teachers as "present" on the day of the ALE.**

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- However, students who do not complete their assigned work in ALE will be marked “absent-excused” for the day of the ALE. Failure to complete assigned work in the ALE room may have serious consequences on the student’s attendance record.
- Students who are disruptive, disorderly, and insubordinate or who leave the ALE room without permission will be subject to additional days of ALE and/or out-of-school-suspension.

### BUS CONDUCT:

It is important to understand that students are under the authority of the school bus driver while being transported to and from school. The lives of students and drivers cannot be put at risk. Therefore, no misconduct can be tolerated that may jeopardize safe travel. Students who do not follow all the bus safety rules will receive a discipline referral. ***Riding a bus is a privilege, not a right, therefore all students must comply with the rules.*** The District Code of Conduct fully applies to students while riding the school bus.

The following is a list of acceptable and expected behavior for students on buses:

- The driver is in full charge of the bus and all of its riders.
- Students must ride their assigned bus and get on and off at their assigned stop unless prior requests have been approved by the student’s respective office.
- Students are to be at their school bus stop on time and are to stay off the road at all times while waiting for the bus.
- Students are to board the bus in a single file, move quickly to their seats and are to remain seated at all times while the bus is in motion.
- Students are forbidden to extend any portion of their body or any item out of the bus windows.
- Students may talk in a normal tone of voice, but yelling or unnecessary confusion is prohibited since it diverts the driver’s attention from traffic and road hazards.
- Students are not permitted to eat or drink on the bus.
- No paper or rubbish is to be thrown on the floor or out the window.
- Keep hands and feet to yourself
- The adults are in charge, be respectful, listen and respond
- NO PETS or animals may be transported on the bus.
- Students will be held responsible for any deliberate damage they may cause on the bus.
- In case of emergency, students are to stay on the bus and follow the driver’s instructions.
- Students are not to loiter around the bus loading and unloading zones.
- When leaving the bus, students must cross (if appropriate) the road ten feet in front of the bus.

#### Bus Misconduct Reporting Procedure:

*NOTE: Depending on the severity of the incident, a student may be suspended from riding the bus, as well as from school, without having received a prior misconduct report.*

### CHEATING AND PLAGIARISM:

Both of these infractions involve taking another person’s work or ideas and claiming them to be one’s own. Students who show intent to, or actually practice cheating or plagiarism will receive a zero on the assignment in question. Additional penalties may be imposed at the discretion of the teacher and administrators.

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### **DETENTIONS:**

#### Teacher Detention:

A teacher detention may be assigned by a teacher or an Administrator. It may be assigned for disciplinary reasons, but it is most often used to remedy academic problems.

Students are to report to a location as designated by the individual assigning detention and are expected to stay for the duration of 10<sup>th</sup> period - 2:28 PM to 3:12 PM. Students are closely supervised by the teacher and must spend their time working on making up missed work or completing relevant assignments.

Failure to show for a teacher detention will result in two additional office detentions or ALE being assigned. (*See: Discipline Schedule*).

#### Office Detention:

An office detention may be assigned by Administration as outlined in the discipline schedule. (*See: Discipline Schedule*).

Students report to the detention room and are expected to stay for the duration of 10<sup>th</sup> period - 2:28 PM to 3:12 PM. Students must spend their time in office detention doing schoolwork or reading. Students who do not bring work with them to detention may be made to copy a verbatim text at the discretion of the detention supervisor.

Failure to show for an office detention will result in additional office detentions or ALE being assigned. (*See: Discipline Schedule*).

#### Additional procedures:

Any student who accumulates more than three office detentions will be assigned one day of ALE instead of the detentions.

If a student's teacher deems it appropriate, a student may serve his/her office detention with that teacher. This option is to be exercised only when a student's academic performance will greatly benefit from spending additional instructional time with the teacher. The student reports to the detention room and presents a teacher's pass (and approved by the Principal) from the teacher with whom the student will be serving the detention. That teacher is then responsible for the student until 3:12 PM.

Valid reasons for missing a detention are listed in the attendance policy with the exception of # 8 (*see: Attendance policy: Excused absences*.) Additionally, the pre-arranged care of a sibling will be considered a valid excuse for the purpose of rescheduling a detention provided that it is documented by a note on the following day. (*See: Discipline Schedule*).

**Employment, rides, senior privileges or extra-curricular activities, including practices and games, do not excuse a student from attending either teacher detentions or office detentions as assigned; nor are they to be used as a reason to reschedule.**

If a student misses a detention he/she must bring a signed note from his/her parent on the following day citing a valid excuse. Failure to produce a written parental excuse for missing a

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detention will result in disciplinary consequences as per the discipline schedule. (See: *Discipline Schedule*). All notes are subject to phone verification.

### OUT OF SCHOOL SUSPENSION (OSS):

Continuous and willful refusal to accomplish school tasks when capable of doing so, insubordination, disorderly, vicious, illegal or immoral conduct, conduct that threatens the health, safety and/or welfare of others and persistent violation of school regulations are causes for suspension from school. This includes but is not limited to violation of narcotics laws, use or possession of alcoholic beverages, vaping devices and/or related products, tobacco, hazardous or unauthorized use of automobiles, use or possession of weapons or fireworks, substantiated threats of violence or violation of any local, state or federal laws.

Parents or persons in parental relation to the student will be notified in writing of actions taken and will have complete custody and jurisdiction of their child during the suspension.

#### Procedure

- After a student is referred to the office for violating the disciplinary code, he/she will be provided with a due-process meeting with Administration.
- If it is determined that the student's behavior is serious or chronic enough, the Principal will assign the student one (1) to five (5) days of OSS, effective immediately or for the following day (depending on the offense).
- The length of suspension will be determined by the Principal and will reflect the offense committed.
- For chronic or serious offenses, the Principal may request a Superintendent's hearing to determine if a longer suspension is warranted.
- A Principal will contact the student's parents by telephone and also notify them in writing of the dates, duration and reason for the OSS.
- Parents have a right to request an informal conference with the Principal before the OSS takes effect.
- Students under the age of 16 have a right to be tutored after school during their suspension. ***It is up to the parent/guardian to call the guidance office to make arrangements for tutoring.***
- **For attendance purposes, an OSS is considered an "excused" absence. However, if a student attends district-provided tutoring, he/she should be considered "present" as far as determining course credit is concerned. (See: *Attendance Policy*.)**
- A student may not loiter or appear on school property or at any school-sponsored activity at or away from school – except for tutoring – while he/she is suspended.
- The Principal may request a conference with the student and a parent before the student returns to school.
- For students who do not attend tutoring, homework, tests and class time will be made up at the discretion of the classroom teacher, but must be initiated by the student.

### RESTORATIVE PRACTICES

The term "restorative practices" refers to the use of strategies that build relationships within a school community and help to repair the harm done by student wrongdoing through a multi-level

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system. At all levels, face to face meetings occur where participants form a circle and participate in a facilitated conversation.

*Level 1 Community Circles* are delivered in the classroom or school setting to build relationships and create a sense of community among stakeholders.

*Level 2 Restorative Circles* are used to resolve conflict in a small group setting.

*Level 3 Restorative Conferences* are used as response to more serious incidents of student misconduct; those affected come to an agreement on actions that will be taken to repair harm caused by the student misconduct that is the focus of the conference and create a formal written agreement.

As an alternative to disciplinary penalties, students may be offered and may choose to participate in restorative conferences which may result in a written agreement identifying the actions that a student will take to repair the harm done by their misconduct. If a student follows through on the agreed upon actions in the agreement (if any), the referral may (1) be considered resolved or (2) the number of days of detention, ISS or OSS may be reduced without further penalty. The use of restorative conferences will occur at the discretion of the principal and his/her designee. Students are not required to participate but are encouraged to do so in lieu of further disciplinary action.

### **STRUCTURED DAY**

A structured day may be used as an alternative to In School Suspension (ISS). The student will be provided with a modified schedule that may include a combination of: restricted or change in passing time between classes, lunch detention, restricted study hall, structured class time and after-school detention.

### **COMPUTER USE POLICY:**

*Please note that the following is only a summary of the actual policy.*

With access to computers and people within the Salem Central School System and all over the world also comes the availability of information of little educational value in the context of the school setting. However, on a global network it is impossible to monitor all access. An industrious user may discover information and material that is inappropriate for our school setting. We (Salem Central School District) firmly believe that the valuable educational and/or instructionally focused information and interaction available on this network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District. Salem Central School bears the responsibility to educate its users on the appropriate use of campus systems within the context of proper and ethical use of the District's technology.

Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of your responsibilities when you use the school district pathways to the Internet and the school district intranet. In general, this requires efficient,

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ethical and legal utilization of the network resources. If a Salem Central School District user violates any of these provisions, his or her account will be terminated and future access could be denied.

### **Internet - Terms and Conditions of Use**

1. **Acceptable Use** - The purpose of Salem Central School District provided access to its own internal network and to the Internet is to support research for approved users by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of the Salem Central School District. Use of other organizations' networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any national, state or Salem Central School District regulations is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret.
2. **Privileges** - The use of the Salem Central School District provided computer systems is a privilege, not a right. Inappropriate use will result in a cancellation of those privileges. The building administrators and/or superintendent of schools will deem what is inappropriate use by a student. Also, the school district administrators may close a student account at any time as required.
3. It is the responsibility of a user to obtain the prior consent of the technology facilitator before any software is installed or used on school district owned and operated computer equipment (or the like).
4. **Sanctions**
  - a. Violations may result in the loss of access. Users involved will be informed of the nature of alleged violations, and they will have the opportunity to respond to them.
  - b. Additional disciplinary action may be determined at the building level in line with existing practice regarding inappropriate language or behavior.
  - c. Users may be required to make full financial restitution for any damage they cause when using school district equipment.
  - d. When applicable, law enforcement agencies may be involved when violations occur.
5. **Network Etiquette** – Each user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
  - a) Be polite. Use no abusive language when communicating with others.
  - b) Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
  - c) Do not reveal your personal address or phone number, or addresses and phone numbers of students or colleagues.
  - d) Note that electronic mail (email) is not guaranteed to be private. People who operate the system may have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
  - e) Do not use the network in such a way that you would disrupt the use of the network by other users.



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- f) Information obtained via the network is assumed to be copyrighted unless otherwise noted.
- 6. Salem Central School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Salem Central School District will not be responsible for any damages suffered. These damages may include but not be limited to loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions. Use of any information obtained via the Internet is at one's own risk. The Salem Central School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.
- 7. **Security** - Security on any computer system is a high priority, especially when the system involves many users.
  - a) If a user can identify a security problem on the Internet, he/she should notify whoever is supervising the activity. The supervisor should make the building principal aware of the problem. Do not demonstrate the problem to other users.
  - b) No user may use another individual's account.
  - c) Attempts to log-on to the Internet as a system administrator or as another user will result in cancellation of user privileges.
  - d) any user identified as a security risk or having a history of problems with other computer systems may be denied access to the District's system.
- 8. **Students in grades 7-12** may be granted access to an account for up to one academic year at a time when they:
  - a) Read and agree to follow the Acceptable Use Agreement. This agreement is formalized through one's signature on the application form; and
  - b) If a student is under the age of 18, obtain the signature of a parent/guardian on the application form.
- 9. **Vandalism** - Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to damage equipment, or to harm or destroy data of another user, the Internet, or any of the above-listed agencies or other networks that are connected to any of the Internet backbones. This includes, but is not limited to, the uploading, downloading, or creation of computer viruses, worms or other such malicious programs.

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## Introduction

The Salem Central School District Board of Education is committed to providing a safe and orderly environment in which students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents, and other visitors is essential to achieving this goal.

The District has a long-standing set of expectations for conduct based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity. The Board of Education recognizes the need clearly to define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this code of conduct.

Unless otherwise indicated, this code applies to all students, school personnel, parents, and other visitors of Salem Central School District. **There shall be civil and respectful treatment of teachers, school administrators, other school personnel, students, and visitors on school property and at school functions. Disciplinary measures may be imposed for violations of this code.**

In accordance with the **Dignity for All Students Act**, no persons will be subject to discrimination or harassment, based on but not limited to a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, by school employees or students on school property, on a school bus, or at a school function.

The Dignity Act Coordinators for the 2022-2023 school year at Salem Central School District are:

Karen Jones, Elementary Principal, [kjones@sailemcsd.org](mailto:kjones@sailemcsd.org), (518) 854-9505

Damian Switzer, Interim Jr/Sr High School Principal, [dswitzer@sailemcsd.org](mailto:dswitzer@sailemcsd.org), (518) 854-7600

## Definitions

**Definitions. For the purposes of this article, the following terms shall have the following meanings:**

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

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

"School Function" means a school-sponsored extracurricular event or activity (Education §11[2]).

"Disability" means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be

*Adopted: August 16, 2022*

limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).

"Discrimination" means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

"Emotional harm" that takes place in the context of "harassment or bullying" means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

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

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

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

"Harassment/bullying" means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying as defined in Education Law §11(8), that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property 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. For purposes of this definition, the term "threats, intimidation or abuse" shall include verbal and non-verbal actions. (Education Law §11[7])

"Cyberbullying" means harassment/bullying, as defined above, through any form of electronic communication.

9. "Race" shall include traits historically associated with race, including but not limited to hair texture and protective hairstyles. (Education Law §11[2](11))

10. "Protective hairstyles" shall include, but not be limited to, such hairstyles as braids, locks, and twists. (Education Law §11[2](11))

Acts of harassment and bullying that are prohibited include those acts based on a person's actual or perceived membership in the following groups including, but not limited to:

- race,
- color,
- weight,
- national origin,
- ethnic group,



- religion,
- religious practice,
- disability,
- sex,
- sexual orientation,
- gender (which includes a person's actual or perceived sex, as well as gender identity and expression).

*Note: This is not an exhaustive list. For example, students with acne or short stature, who are subjected to discrimination, harassment, or bullying are also covered by the Dignity Act. Therefore, the category of "other" may be used.*

**II. Student Bill of Rights:** Focusing on positive behavior, the student bill of rights and responsibilities will be publicized and explained to all students on an annual basis.

## **Student Bill of Rights and Responsibilities**

### **EDUCATION**

All persons between the ages of 6 and 21 residing in the state of New York are entitled to free education without discrimination on the basis of sex, race, creed, or personal condition. Each student has the right to learn in a safe and orderly environment most suitable to the student. Each student has the responsibility not to interfere with or to threaten the education of others by his/her actions. Each student has the responsibility to attend school regularly, at least until the completion of the school year in which he/she reaches age 16, and to abide by the policies and regulations of the school.

### **ASSOCIATION**

Students have the right to participate in any and all student organizations that have been recognized by the school district in accordance with established criteria. Such organizations may not restrict membership on the basis of race, sex, national origin, or other arbitrary criteria. It is the student's responsibility to respect and to follow the established guidelines of each organization.

### **DIGNITY**

Students have the right to be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity. Students have the responsibility to respect one another and to treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. Students are to conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. Students are to report and to encourage others to report any incidents of intimidation, harassment or discrimination.

### **DISCIPLINE**

Rules for student conduct and discipline have been adopted by the Board of Education. These standards of conduct do not infringe upon the constitutional rights of students. The standards include prohibited student conduct and the range of penalties that may be imposed for such misconduct.

### **CONFIDENTIALITY**

Student records will be maintained by the school district for use by appropriate district personnel in developing the best possible educational program for each student. Parents or legal guardians are entitled to inspect the student's cumulative record. Access to permanent student records is available to authorized school personnel and to the student's parents or legal guardians in consultation with school officials. The parent is afforded the opportunity through a hearing to challenge the accuracy of the child's records. A student over the age of 18 is given these same rights as his/her parents.

## **FREEDOM OF EXPRESSION**

Schools should afford the greatest possible opportunity for freedom of inquiry and expression to all members of the school community. It is the student's responsibility not to interfere with the orderly conduct of classes or not to interfere with the freedom of others to express themselves, and to refrain from libel, obscenity, and personal attacks.

## **SEARCH AND SEIZURE**

School authorities have a special responsibility and a corresponding broad power to control school grounds and facilities in order to protect students entrusted to their charge. Therefore, when reasonable cause exists, general or individual searches may be conducted under the authorization of the principal or his agent. Items that are used to disrupt or to interfere with the educational process may be temporarily removed. Lockers are school property and, as such, are subject to inspection by school officials at any time. Such inspection may involve the use of dogs to detect the presence of drugs or other contraband such as explosives.

## **DUE PROCESS**

All students are guaranteed the right of due process.

## **Community Partners of the Salem Central School District**

All essential Salem Community Partners (students, parents, teachers, other school staff and administrators) recognize their part in teaching/sustaining a climate of mutual respect and dignity for all students regardless of a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex.

Be it understood that all roles are equally important, and each should work toward the same common goals for the students.

Community partners will:

- Work to build/maintain positive relationships with various stakeholders.
- Maintain open lines of communications.
- Take an interest in student achievement: academic/extra-curricular
- Familiarize themselves with school policies and rules and enforce them in a fair, consistent manner in accordance with the Salem Central School District Code of Conduct.
- Support students in effectively responding to peer pressure

### **Expectations for School Personnel:**

All school personnel will perform duties/responsibilities as defined by their specific job descriptions. All school personnel are considered mandated reporters for DASA, child welfare and neglect, and testing misconduct. All personnel should set good examples for students and other staff by demonstrating dependability, integrity, and other standards of ethical conduct. All must maintain confidentiality about all personal information and educational records concerning students and their families.

### **Expectations for Parents:**

Parents shall provide a place for study and partner with school staff to ensure completion of school work. In accordance with requirements set forth by New York State Education Law; and School Board Policy (#7110); parents are to send their compulsory age children to school on a consistent basis. Parents will

work with their students to ensure students are prepared to attend school in a manner of dress which meets school dress code and does not disrupt the normal operation of the school building.

### **Expectations for the Salem Central School Board of Education:**

- Collaborate with students, teachers, administrators, parent organizations, school safety personnel, and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
- Approve and review at least annually the Salem Central School District's Code of Conduct to evaluate the code's effectiveness and the consistency of its implementation.
  - Appoint a Dignity for All Students Act Coordinator for each school building. The Dignity Act Coordinator will attend training as specified by New York State certification requirements. The Dignity Act Coordinator will be accessible to students and staff members for consultation.
- Lead by example while conducting board meetings in a professional, respectful, and courteous manner.

## **I. PROHIBITED STUDENT CONDUCT**

The Salem Central School District Board expects all students to conduct themselves in an appropriate and civil manner; with proper regard for the rights and welfare of all school community partners.

The best discipline is self-imposed, and students must learn to assume and to accept responsibility for their own actions. District personnel who interact with students are expected to use disciplinary action **only** when necessary and to place emphasis on the students' ability to develop self-discipline.

The Board recognizes the need to make specific and clear its expectations for student conduct while on school property or engaged in a school function. It is important to remember that the conduct and discipline actions outlined below are not all-inclusive and individual situations may differ and result in differing disciplinary consequences. The rules of conduct listed below are intended to focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own actions and who violate these school rules will be required to accept the penalty for their conduct.

### **A. Conduct That Is Disorderly**

Examples of disorderly conduct include, but are not limited to the following:

- Engaging in any act which disrupts the normal operation of the school community, running in hallways, making unreasonable noise, skateboarding, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.
- Obstructing vehicular or pedestrian traffic.
- Trespassing. Students are not permitted in any area of the school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
- Misusing school or personal computer/electronic communications devices; currently in existent or future devices including any unauthorized or inappropriate use of computers, software, or Internet/intranet account; accessing inappropriate websites; evading the District's content filter; using an outside wireless network; or any other violation of the District Acceptable Use Policy.

### **B. Conduct That Is Insubordinate**

Insubordinate actions are failing to comply with the reasonable directions of teachers, school

*Adopted: August 16, 2022*

administrators or other District employees or otherwise demonstrating disrespect.

Examples of insubordinate conduct include, but are not limited to the following:

- Tardiness, missing or leaving school or class without permission.
- Skipping detention.

### **C. Conduct That Is Disruptive**

Disruptive actions are any actions which interrupt student learning or normal school expectations/routines.

Examples of disruptive conduct include, but are not limited to the following:

- 1) Failing to comply with the reasonable directions of teachers, District administrators or other District employees or otherwise demonstrating disrespect.
- 2) Endangering the health and safety of other students or staff or interfering with classes or District activities by means of inappropriate appearance or behavior as per Salem Central School District Code of Conduct.

### **D. Conduct That Is Violent**

Violent actions are any actions that intentionally damage or destroy district property, the person or personal property of a student, teacher, or other school community partner or any person lawfully on District property.

Examples of violent conduct include, but are not limited to the following:

- Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon another student, teacher, administrator or other District employee, or any other person lawfully on school property.
- Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student or any other individual to fear for his or her physical well-being.
- Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on District property or at a District function.
- The displaying of, threatening use of, or actual use of a weapon.
- Intentionally damaging or destroying District property, the personal property of a student, teacher, volunteer, contractor, vendor, administrator, other District employee or any person lawfully on District property, or at a District function including but not limited to graffiti or arson.
- Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in material or substantial disruption to the educational environment.

### **E. Conduct That Endangers the Safety, Morals, Health or Welfare of Others**

Examples of such conduct include, but are not limited to the following:

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- Lying, deceiving or giving false information to school personnel.
- Stealing District property or the property of other students, school personnel or any other person lawfully on school property or while attending a school function.
- Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
- Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, or disability as a basis for treating another in a negative manner on school property or at a school function.
- Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
- Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.
- "Internet bullying" (also referred to as "cyber bullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school or infringes upon the general health, safety and welfare of students or employees.
- Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
- Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
- Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any District or school sponsored activity, organization, club or team.
- Selling, using, possessing or distributing obscene material.
- Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products, vaping materials or paraphernalia, or illegal and/or controlled substances, counterfeit, synthetic and designer drugs, or paraphernalia for use of such drugs or being under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as "designer drugs."
- Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging prescription and over-the-counter drugs.

- Possessing, consuming, selling, attempting to sell, distributing, or exchanging "look-alike drugs"; or, possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.
- Gambling and gaming.
- Inappropriate touching and/or indecent exposure.
- Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.
- Violating gender privacy when using school restroom facilities.

## **F. Misconduct While on a School Bus**

It is crucial for students to behave appropriately while riding on Salem Central School District buses or other vehicles to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on these vehicles in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, fighting, harassment, and discrimination will not be tolerated. Students waiting for buses when not on school property shall conduct themselves in accordance with the district's code of conduct.

## **G. Academic Misconduct**

Examples of academic misconduct include, but are not limited to the following:

- Plagiarism, cheating, or altering records.
- Accessing other users' email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications.
- Violation of the District Acceptable Use Policy for technology.
- Assisting another student in any of the above actions.

## **H. Student Use of Electronic Communication Devices**

Students are prohibited from using or having in their possession any paging device, cellular telephone, laser pointer or pen or any other type of telecommunications or imaging device during instructional time, except as expressly permitted in connection with authorized use in classrooms. Students are prohibited from using electronic communication devices in any manner which invades the privacy of students, employees, volunteers or visitors. Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass or threaten others. This type of harassment is generally referred to as cyber bullying. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the Salem Central School District Code of Conduct that may be applicable to the circumstances involved.

## **I. Student Dress Code**

Students have the responsibility to attend school in appropriate dress that meets health and safety standards and does not interfere or distract from the educational goals of the school. Parents/guardians have the responsibility to ensure that their student is dressed in accordance with the dress code. Student dress cannot be disruptive to the educational environment or overtly sexual in nature.

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Examples of prohibited clothing and attire include:

- Extremely brief, revealing, mesh or see through garments;
- Apparel **and accessories** with expressions or insignias which are obscene, sexual in nature, commonly recognized as hate symbols, or have objectionable language/insults of any nature including but not limited to racial, ethnic or religious prejudice;
- Apparel that advertises/advocates the use of drugs/alcohol/tobacco/marijuana;
- Apparel with references to violence or weapons or that may be used as a weapon (e.g., chains; spiked clothing; etc.);
- Sunglasses unless prescribed by a physician or a doctor's note;
- Hats, head coverings and hoods may not be worn **in the classroom** except for religious or medical reasons;
- Appropriate footwear must be worn at all times. Footwear that is deemed to be a safety hazard will not be allowed.

Students who violate the dress code may be directed to remove or cover the prohibited items or directed to change clothing. Failure to comply with such a directive may result in disciplinary action.

## **II. Students with Disabilities**

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

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

## **III. Dissemination and Review**

The Board of Education of Salem Central School District will work to ensure that the community is aware of this Code of Conduct by

- Providing a public hearing prior to Board approval.
- Providing copies of a summary of the Code to all students, in an age-appropriate, plain-language version, at a general school assembly held at the beginning of each school year.
- Making copies of the Code available to all parents at the beginning of the school year.
- Providing a summary of the Code of Conduct written in plain language to all parents of Salem Central School District students before the beginning of the school year and making this summary available later upon request.
- Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the code as soon as practicable after adoption.
- Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- Making copies of the Code available for review by students, parents and other community members and providing opportunities to review and to discuss this Code with the appropriate personnel.

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- Sponsoring an in-service education program for all District staff members to ensure the effective implementation of the Code of Conduct.

The Board of Education, via a committee of representative stakeholders, will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the Code has been applied fairly and consistently.

The Board may appoint an advisory committee to assist in reviewing the Code and the District's response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel. Before adopting any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

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

#### **IV. Disciplinary Penalties/Remediation:**

While the focus of this policy is on appropriate school behavior, misconduct may still occur. In these cases, students will be given a clear message that their actions are not acceptable and strategies for improving their behavior. Students will receive guidance from a variety of school personnel in making positive choices. When appropriate, disciplinary action may be taken by administrative staff. If student behavior rises to the level of criminal activity, law enforcement will be contacted.

Consequences shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's prior behavioral patterns. Consequences will be consistent with the Salem Central School District's Code of Conduct. The goal of disciplinary actions is to correct problem behaviors and to prevent future violations. Appropriate remedial measures may include, but are not limited to the following:

##### **A. Remedial Responses**

- peer support groups;
- assignment of an adult mentor at school that the student checks in with at the beginning and end of each school day;
- corrective instruction that reemphasizes behavioral expectations or other relevant learning or service experience;
- engagement of student in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed;
- supportive intervention and/or mediation where constructive conflict resolution is modeled;
- behavioral assessment or evaluation;
- behavioral management plans or behavior contracts, with benchmarks that are closely monitored;
- student counseling and parent conferences that focus on discipline issues involving persons in parental relations;



## **B. Disciplinary Procedures and Penalties**

Provisions for detention, suspension, and removal of students from the classroom shall be consistent with Education Law §3214 and other laws, including provisions for school authorities to establish policies and procedures to ensure continued educational program activities. No such pupil shall return to the classroom until the principal makes a final determination under Ed. Law §3214 (3-a) I, or the period of removal expires, whichever is less. Detailed information is available for review upon request.

Students who violate this code of conduct may be subject to one or more of the following penalties. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Verbal warning – Any member of the district staff
2. Written warning – Bus drivers, hall and lunch monitors, teachers, principal, superintendent
3. Written notification to parent – Bus drivers, hall and lunch monitors, teachers, Principal, or Superintendent
4. Detention – Teachers, Principal, Superintendent
5. Structured Day – Principal, Superintendent
6. Suspension from transportation – Principal, Superintendent
7. Suspension from athletic participation – Principal, Superintendent
8. Suspension from social or extracurricular activities – Principal, Superintendent
9. Suspension of other privileges – Principal, Superintendent
10. In-school suspension – Principal, Superintendent
11. Removal from classroom – Teachers, Principal, Superintendent
12. Short- or long-term suspension from school – Principal, Superintendent, Board of Education
13. Permanent suspension from school – Superintendent, Board of Education.

### **Detention**

After-school or lunch detention may be used when removal from the classroom or suspension would not be appropriate. Detention will be imposed during lunch or after-school. After-school detention will be assigned only when the student has transportation home following the detention.

### **Structured Day**

A structured day may be used as an alternative to In School Suspension (ISS). The student will be provided with a modified schedule that may include a combination of: restricted or change in passing time between classes, lunch detention, restricted study hall, structured class time and after-school detention.

### **Suspension from Transportation**

Students who have serious disciplinary problems may have their riding privileges suspended. In such cases, the students' parents will be responsible for transportation to and from school. If suspension from transportation amounts to a suspension from attendance, the district will provide for the student's education. A student subject to this penalty is not entitled to a full hearing; however, the student and parent will be provided a reasonable opportunity for an informal conference with the Building Principal to discuss the conduct and the penalty involved.

### **Suspension from Athletic Participation, Extracurricular Activities and Other Privileges**

A student subject to this provision is not entitled to a full hearing; however, the student and parent will be provided a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty. See Athletic Code of Conduct for additional

information.

### **In-School Suspension (ISS)**

This is the temporary removal of a student from the classroom and his/her placement in a designated area of the school building where he/she will receive an alternative education. A student subject to in-school suspension (ISS) is not entitled to a full hearing; however, the student and parent will be provided a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and penalty.

### **Teacher Removal of Disruptive Students**

This means a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A disruptive student can affect a teacher's ability to teach and make it difficult for other students to learn. Occasionally, it may be necessary to remove a student from the classroom to ensure that other students may continue to learn.

A teacher may remove a student from his/her class only for up to two days. If the student is not a danger or ongoing threat of disruption, before removal, the teacher must explain to the student why he/she is being removed. If the student is a danger or ongoing threat of disruption, the teacher may order the student removed immediately. Any student removed from the classroom shall be offered continued educational programming and activities until he/she is permitted to return to the classroom.

### **Suspension from School**

This penalty may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. The Board retains its authority to suspend students, but places primary responsibility with the Superintendent and the Building Principals.

#### **Short term (five days or less) Suspension**

When suspension is proposed, the suspending authority must immediately notify the student orally, explaining the basis for the proposed suspension, and must notify the student's parent in writing that the student may be suspended from school.

#### **Long term (more than five days) Suspension**

When a suspension for more than five days is warranted, the suspending authority shall give reasonable notice to the student and his/her parent of their right to a fair hearing.

#### **Permanent suspension**

Permanent suspension may be imposed when a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function.

### **V. Due Process**

Due process procedures depend on the penalty being imposed. In all cases, the person authorized to impose the penalty must explain to the student what misconduct is alleged, and must investigate the facts of the alleged misconduct. All students will have an opportunity to present their version of the facts to the individual imposing the disciplinary action.

Students who are given penalties other than a verbal warning, written warning, written notification to their parents or detention, are entitled to additional rights before the penalty is imposed. Detailed information will be provided to the student/parent when disciplinary action is proposed. This information also will be available for review by any interested party upon request to the Building Principal.

## **VI. Alternative Instruction**

When a student is removed from class, or a student of compulsory attendance age is suspended from school, the District will provide equivalent alternative instruction. Alternative instruction also will be available to any student over the compulsory attendance age who presents a sincere desire to complete his/her high school education.

## **VII. Minimum Periods of Suspension**

### **A. Students who bring a weapon to school**

Any student found guilty of bringing a weapon onto school property is subject to suspension for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing. The Superintendent may modify the suspension on a case-by-case basis. (For students with disabilities, see Section VI.)

The Superintendent is required to refer the following students to the County Attorney (or the county presentment agency, as appropriate) for a juvenile delinquency proceeding before the Family Court:

1. Any student under the age of 16 who is found to have brought a weapon to school, or
2. Any 14 or 15 year old student who qualifies for juvenile offender status under the Criminal Procedure Law.

The Superintendent is required to refer students over the age of 16 or any student 14 or 15 years of age who qualify for juvenile offender status to the appropriate law enforcement authorities. A student 14 or 15 years old who possesses a firearm, machine-gun or loaded firearm (as defined in section 265.00 of the Penal Law) on school grounds (as defined in section 220.00 (14) of the Penal Law) qualifies for juvenile offender status under section 1.20 of the Criminal Procedure Law.

### **B. Students who commit violent acts other than bringing a weapon to school**

Any student who commits a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and parent will be given the same notice and opportunity for a hearing as for a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and parent will be given the same notice and opportunity for a hearing as for a long-term suspension. The Superintendent may modify the minimum five-day suspension on a case-by-case basis.

### **C. Students who are repeatedly substantially disruptive or repeatedly substantially interfere with the teacher's authority over the classroom**

Any student who engages in conduct resulting in his/her removal from class on four or more occasions during a semester will be suspended for at least five days. If the proposed penalty is the minimum five day suspension, the student and parent will be given the same notice and opportunity for a hearing as for a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and parent will be given the same notice and opportunity for a hearing as for a long-term suspension. The Superintendent may modify the minimum five-day suspension on a case-by-case basis. Students with disabilities are referred to the Committee on Special Education.

## **VIII. Introduction of Restorative Practices**

The Salem Central School district also endorses the use of restorative practices. Restorative practices

can be used with existing school procedures and consequences for inappropriate behavior, or upon agreement, in place of those procedures. Restorative practice always requires that the offender accept responsibility and that there be a monitored agreement for the offender to make things right. Restorative practices include formal (Circles and Community Conferences) and informal processes and activities that develop relationships, build community and repair wrongdoing when it occurs.

Establishing relationships is fundamental to creating a peaceable, positive, and productive classroom and school environment. A basic premise of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. Circles emphasize the development of relationships and building community through getting to know one another, sharing, talking about an issue, supporting, and celebrating. Circles may also be used to solve problems, resolve conflicts and do academic work.

Community Conferences are "communities of care," where victims and offenders and their families and friends participate in a collaborative process. This process emphasizes the needs of the victim and holds offenders accountable, with high support, so they can return to the community. Restorative practices reflect a philosophy that holds that all communities are based on relationships. The stronger the relationships become, the less likely that wrongdoing will occur and the more likely wrongdoing can be repaired if it does occur.

## **IX. DIGNITY FOR ALL STUDENTS ACT (Chapter 482 of the Laws of 2010)**

*New York State's Dignity for All Students Act (Dignity Act) seeks to provide the state's public elementary and secondary school students with a safe and supportive environment free from discrimination, harassment, and/or bullying on school property, a school bus and/or at a school function and to foster civility in public schools while preventing and prohibiting conduct which is inconsistent with a school's educational mission. The Dignity Act was signed into law on September 13, 2010 and went into effect on July 1, 2012, with an Amendment going into effect on July 1, 2013.*

*"No student shall be subjected to harassment by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex by school employees or students on school property or at a school function. Nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under section thirty-two hundred one-a paragraph (a) of subdivision two section twenty-eight hundred fifty four of this chapter and title IX of the Education Amendments of 1972 (20 U.S.C. section 1681, et, seq.) or to prohibit, as discrimination based on disability, action that would be permissible under section 504 of the Rehabilitation Act of 1973.*

In 2019, the Dignity for All Students Act, or DASA, was amended by the CROWN Act to add the definition of race that includes traits such as hair texture and protective hairstyles such as locks, braids, and twists in order to protect students' access to their public education regardless of how they choose to wear/style their hair. The CROWN Act, which stands for Creating a Respectful and Open World for Natural Hair, prohibits racial discrimination based on hair texture and protective hairstyles. While DASA already protects the right of all students to learn in schools free of discrimination, harassment, and bullying, it is now clarified that those rights include self-expression through hairstyle.



Simply put, the CROWN Act protects students' rights to wear or treat their hair however they desire, without the threat of racial discrimination or loss of access to school, participation in activities, and inclusion in opportunities inside and beyond typical classrooms. School administrators can work to create a culturally responsive and sustaining school environment that reflects the diversity of its students, including their hairstyles, and supports student self-expression. The enactment of the CROWN Act provides the opportunity for districts and schools to engage students, staff, and the community in the process of revisiting and revising their codes of conduct and dress codes to include the provisions of the CROWN Act and the Commissioner's Regulations regarding DASA (100.2 (jj), (kk)).

Under DASA and the CROWN Act, schools are responsible for ensuring that:

- teaching staff and other school personnel are aware of the Crown Act;
- school personnel understand that formal disciplinary action against students based on their natural hair texture and protective hairstyles is prohibited;
- school personnel understand that, given their inherent position of authority over students, they are responsible for preventing racial discrimination and supporting all students' access to school, participation in activities, and inclusion for opportunities inside and outside of the classroom; and
- the CROWN Act helps to promote school belonging and engagement for all students; reduces disparities in school discipline; increases educational engagement and academic success; and protects students, regardless of gender or gender identity.

In 2012, DASA was enacted in recognition of every student's right to learn in a safe and supportive environment so they are better able, and more likely, to meet high academic standards. The provisions of DASA challenge every school to educate each and every student free of the burden of discrimination, harassment, and bullying which occur all too frequently for many students across their school experience. In addition, DASA supports every school's ability to create a diverse, equitable, and inclusive educational process.

DASA is intended to improve the culture and climate of schools to create spaces to promote learning, as well as healing. Its focus is not on disciplining children and reporting incidents. Instead, DASA focuses on respecting the dignity of the individual children and the families of all students involved in incidents of discrimination, harassment, and bullying. In response to these incidents, DASA requires schools to take calculated steps to eliminate any hostile environment, create a positive school climate, and ensure the safety of the student(s) impacted by the incident. DASA requires that any discipline for the student(s) who caused the incident are addressed through a progressive discipline approach, but best practices recommend that support also be provided for those students as a way to prevent further incidents and in recognition that these students often need resources and assistance themselves.

The CROWN Act acknowledges that hairstyles have been just one piece of a pattern of harassment for some students and makes it illegal to limit students' opportunities based on hair. It is about understanding how patterns of incidents demonstrate a need for school personnel to become the impetus for a healthy shift in school culture by creating positive school climates that promote a sense of school belonging.

School belonging is an important part of students', parents', and teachers' experiences, and is related to positive academic outcomes and academic persistence (Allen et. al., 2018).

Teachers and other school staff who interact with students and affirm students' identities, including racial and ethnic identities, gender and gender expressions, and lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA+) identities play the most important role in fostering school belonging and helping students feel welcome (Craggs et. al., 2018 & Poteat et. al. 2013). Students' feelings of safety, affirmations of their individual identities, and feelings of being understood and accepted are the most important ways that students feel safe (Craggs et. al., 2018).

1. The legislation provides protection for those who make reports of cases of suspected abuse or harassment. This includes reports made in good faith to school officials, the Commissioner of Education, all or law enforcement authorities. The protection also applies to anyone who testifies, participates or assists in any formal or informal proceedings under the law. Those persons shall have immunity from civil liability that may arise from the making of such a report for testifying. Participating, or assisting in those proceedings. No school district or employee shall take any retaliatory action against such person who, acting reasonably and in good faith, makes such a report or initiates or assists in such a proceeding.
2. Salem CSD will provide instruction to students in grades Kindergarten through twelfth (12) on subjects including tolerance, respect for others, and dignity as well as raising awareness and sensitivity to bullying, discrimination and/or harassment and civility in the relations of people of different actual or perceived race, weight, national origin, religion, religious practice, ethnicity, disability, sexual orientation, gender and sex as part of the instruction in civility, citizenship and character education. This instruction will include an emphasis on discouraging acts of harassment, bullying and/or discrimination. Such instruction will also include instruction on the safe and responsible use of the internet and electronic communications.
3. Salem CSD will establish measured, balanced and developmental age-appropriate responses to instances of harassment, bullying and/or discrimination by students, with remedies and procedures following a progressive model that makes appropriate use of intervention, discipline, education that will vary in method according to the nature of the behavior, the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and consider the impact the student's behaviors had on the individual(s) who was physically injured or emotionally harmed. Responses will be reasonably calculated to end the harassment, bullying and/or discrimination, prevent recurrence and eliminate the hostile environment, consistent with other provisions of the Code of Conduct.
4. Salem CSD will form a district-wide or Building Committee to establish training guidelines which offers guidance to staff to raise awareness and sensitivity to potential acts of harassment, bullying, cyber-bullying and/or discrimination committed by students and/or employees on school grounds or at a school function, as well provide as information on how to identify and respond to incidents of harassment, bullying and/or discrimination. Training will also provide strategies and instruction to discourage and mitigate acts of harassment, bullying and/or discrimination and to use strategies to effectively address problems of exclusion, bias and aggression in the school setting as well as promote a positive and safe environment for all students. The training should be designed to make school employees aware of the effects of bullying, harassment and/or discrimination and raise awareness of the school experiences of marginalized student populations, social stigma in the school environment, gender norms in the school environment and provide strategies for disrupting and discouraging bullying, intimidation, harassment and other forms of violence. Training shall also include safe and supportive climate concepts in curriculum and classroom management.
5. A district-wide or Building Committee should review current character education and civility instruction to determine what additional information should be incorporated to reflect DASA, including, but not limited to, instruction on awareness and sensitivity to discrimination and harassment and promoting civility and tolerance by students related to a person's actual or perceived race, color, weight, national origin, ethnic group religion, religious practice, disability, sexual orientation, gender or sex race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
6. At least one employee in each school shall be designated as a Dignity Act Coordinator, who shall be employed by the district and be licensed and/or certified by the Commissioner as a classroom teacher, school counselor, school psychologist, school nurse, school social worker, school administrator or supervisor, or superintendent of schools. In the event that a Dignity Act Coordinator vacates their position another eligible employee shall be immediately designated for an interim appointment as the DAC, pending approval of a successor coordinator by the Superintendent within thirty (30) days of the date the position was vacated. In the event a DAC is unable to perform their duties of the position for an extended period of time, another eligible employee shall be immediately designated for an interim appointment as Coordinator, pending the return of the previous DAC to their duties.

Each Dignity Act Coordinator appointed will be thoroughly trained to handle human relations in areas of actual or perceived race, color, weight, national origin, ethnic group, religion or religious practices, disability, sexual orientation, gender and gender identity and sex. In addition, each DAC shall be provided with training which addresses the social patterns of harassment, bullying, and discrimination, including but not 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 and sex. Additional training will assist the DAC in identifying and mitigating incidents of harassment, bullying and/or discrimination as well as providing strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. The DAC will be accessible to students and staff for consultation and advice as needed related to the Dignity for All Students Act.

## **7. Prevention**

Prevention is the essential element necessary for Salem CSD to address bullying, discrimination, cyber-bullying and harassment. The components of such an effort involve the following:

- Following the principles and practices of "Educating the Whole Child Engaging the Whole School: Guidelines and Resources for Social and Emotional Development and Learning (SEDL) in New York State – Adopted by the Board of Regents July 18, 2011." Salem CSD curriculum will emphasize developing empathy, tolerance and respect for others;
- Creating a dynamic learning environment for all students;
- Learning about and identifying the early warning signs and precursor behaviors that may lead to bullying;
- Gathering information about bullying at school directly from students (through surveys and other mechanisms); analyzing and using the data gathered to assist in decision-making about programming and resource allocation;
- Establishing clear school wide and classroom rules about bullying consistent with the BOCES' code of conduct;
- Providing staff training to promote a positive school environment free from discrimination and harassment;
- Providing training to raise awareness and sensitivity to potential acts of discrimination and/or harassment and understanding of the Code of Conduct;
- Providing staff training to enable employees to prevent and respond to incidents;
- Providing staff training to make school employees aware of the effects of harassment, bullying, cyberbullying and/or discrimination. Such training shall raise awareness among adults, through training, of the school experiences of marginalized student populations (as enumerated in the Definitions section above), social stigma in the school environment, gender norms in the school environment, and strategies for disrupting bullying, intimidation, harassment or other forms of violence;
- Providing training to assist staff in addressing the social patterns of harassment, bullying and/or discrimination, to identify and mitigate acts of harassment, bullying and/or discrimination and to use strategies to effectively address problems of exclusion, bias and aggression in the school setting.
- Ensuring the effective implementation of school policy on conduct and discipline, including but not limited to guidelines on promoting a safe and supportive school climate while discouraging harassment, bullying and/or discrimination against students by students and/or school employees;
- Providing adequate supervision, particularly in less structured areas such as in the hallways, cafeteria, school bus and playground;
- Raising parental awareness and involvement in the prevention program and in addressing problems.
- Using educational opportunities or curriculum, including, if applicable, the Individual Educational Program (IEP), to address the underlying causes and impact of bullying.

## **8. Reporting of Incidents**

- i) School employees who witness harassment, bullying, and/or discrimination or receive an oral or written report of harassment, bullying, and/or discrimination shall promptly orally notify the principal, superintendent, or their designee not later than one school day after such employee witnesses or receives a report of harassment, bullying, and/or discrimination, and.
- (ii) such school employees shall also file a written report in a manner prescribed by BOCES with the principal, superintendent, or their designee no later than two school days after making an oral report.

*Adopted: August 16, 2022*



(iii) the principal, superintendent or the principal's or superintendent's designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports made under Education Law section 13.

(iii) When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the superintendent, principal, or designee shall take prompt action, consistent with the district's code of conduct including but not limited to the provisions of section 100.2(l)(2)(ii)(h), reasonably calculated to end the harassment, bullying, and/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 behavior was directed.

(iv) The principal, superintendent, or their designee shall notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct.

(v) The principal shall provide a regular report on data and trends related to harassment, bullying, and/or discrimination to the superintendent. For the purpose of this subdivision, the term "regular report" shall mean at least once during each school year, and in a manner prescribed by, as applicable, the school district, BOCES or charter school.

Reporting of material incidents to the commissioner. For the 2013-2014 school year and for each succeeding school year thereafter, each school district, board of cooperative educational services (BOCES) and charter school shall submit to the commissioner an annual report of material incidents of harassment, bullying, and/or discrimination, that occurred in such school year, in accordance with Education Law section 15 and this subdivision. Such a report shall be submitted in a manner prescribed by the commissioner, on or before the basic educational data system (BEDS) reporting deadline or such other date as determined by the commissioner.

## **9. Remediation/Discipline/Penalties**

Any individual who violates this policy by engaging in harassment, bullying and/or discrimination will be subject to appropriate action, which may include disciplinary action. Remedial responses to bullying include measures designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Appropriate remedial measures may include, but are not limited to:

- Restitution and restoration;
- Peer support group;
- Corrective instruction or other relevant learning or service experience;
- Changes in class schedule
- Supportive intervention;
- Behavioral assessment or evaluation;
- Behavioral management plan, with benchmarks that are closely monitored;
- Student counseling; and/or
- Parent conferences.

Environmental remediation may include, but is not limited to:

- School and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- Modification of schedules;
- Adjustment in hallway traffic and other student routes of travel;
- Targeted use of monitors;
- Parent education seminars/workshops;
- Peer support groups.

Disciplinary measures available to school authorities include, but are not limited to the following:

Students: Discipline may range from a warning up to and including suspension from school, to be imposed consistent with the Code of Conduct and applicable law.

Employees: Discipline may range from a warning up to and including termination, to be imposed consistent with all applicable contractual and statutory rights.

Volunteers: Penalties may range from a warning up to and including loss of volunteer assignment.

Vendors: Penalties may range from a warning up to and including loss of District business.

Other individuals: Penalties may range from a warning up to and including denial of future access to school property.

#### **10. Dissemination and Review**

All parents and persons in parental relation will receive notice, at least annually, of the Dignity Act Coordinator for each building and the name of the designated building official(s) to whom complaints of alleged harassment, bullying and/or discrimination may be made. Information will be provided in a manner determined by the district (which may include through US Mail, electronic information or by sending information home with students). This information will also be posted in highly visible areas of the school building and will also be made available at district and school-level administrative offices. A change in the name and/or contact information of a Dignity Act Coordinator will not constitute a revision to the Code of Conduct so as to require a public hearing.

Information about the Dignity for All Students Act and its interrelation with the Salem CSD Code of Conduct shall be contained in the plain language summary of the Code of Conduct provided to all parents and persons in parental relation to students before the beginning of school each year, or by providing this information at least once per year in a manner determined by the Salem CSD which may include sending information home with students, by US Mail or electronic communication.

In addition this information will be posted in highly visible areas of the buildings and shall be available in district and school level administrative offices and on the Salem CSD website. All current staff members and teachers will receive a copy of the Code of Conduct and a copy of any amendments to the Code as soon as practicable after adoption. All new employees will receive a copy of the Code of Conduct when they are first hired.





# ***Salem Washington Academy Alma Mater***

By the low Green Mountain foothills  
Beautiful to view  
Stands our high school alma mater  
Proud and stately too.

## *Chorus*

*Washington Academy! School we love,  
Loud we sing of thee  
May our futures all bring honor  
To thy memory.*

After we have left thy portals  
Though we wander far  
May the love of friends we've made here  
Be our guiding star.

## *Chorus*

*Washington Academy! School we love,  
Loud we sing of thee  
May our futures all bring honor  
To thy memory.*