

DeRuyter Central School
711 Railroad Street
DeRuyter, NY 13052

REGULAR MEETING AGENDA

6:00 PM – Library/Media Center
August 12, 2020

Public Comments at Board of Education Meetings – The DeRuyter Central School Board of Education welcomes comments from the public. This is why we provide “Public Comments” as part of our regular agenda. In fairness to everyone, we ask the public to please abide by the following conditions: **1)** The Board reserves the right to limit the comments of individuals to **three (3) minutes**; **2)** It is not appropriate to comment on individual staff members or about personnel matters during public session. We ask that such concerns be addressed initially with the appropriate administrator (usually one of our Principals or Business Administrator); **3)** Your next step should be to address this matter with the Superintendent; **4)** If you are still dissatisfied, please ask the Superintendent to request that this matter be discussed by the Board of Education in Executive Session.

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- I. Regular Meeting Call To Order/Pledge of Allegiance**
 - II. Establish Agenda**
 - III. Presentation**
 - 1. Eagle Scout Presentation – Mitchell Judd
 - 2. Promethean Project – Mr. Southard
 - IV. Discussion Items**
 - A. Reopening Update – Administration
 - V. Public Comments**
 - VI. Board Comments**
 - VII. Administrative Comments**
 - VIII. Board Action Items**
 - A. Consent Agenda Items**
 - 1. Approve Minutes – 5/26/20, 6/17/20, 7/7/20 Reorganization and Regular (attached)
 - 2. Accept Claims Auditor Report (attached)
 - 3. Approve Claims Auditor Claim - # 21-001 - \$75.00 (attached)
 - 4. Accept Treasurer’s Reports as Presented (attached)
 - 5. CSE Recommendations (attached)
 - B. Personnel Items**
 - 1. Rescind Appointment – R. Hyde – SADD Advisor
 - 2. Extra-Curricular Appointment – D. Brewer – SADD Advisor - \$210.12
 - 3. Correct 2020-2021 Ski Club Stipend – Ski Club - \$225.10
 - 4. Appoint Mentors
 - Stacy Inman – Step 2 - \$400 (for Kristen Romagnoli)
 - Jennifer Ladd – Step 3 - \$500 (for Lisa Clark)
 - Joe Drake – Step 1 - \$300 (for Ken Hammond)
 - Shannon Forrest – Step 3 - \$500 (for Coby Merkle 2019-2020)
 - 5. Appoint Long Term Substitute Food Service Worker – K.P.Crandall - \$15,000

C. Financial

1. Amendment to Reserve Resolutions passed at June 17, 2020 Meeting

- Remove abolishment of Reserve for Insurance and establish maximum of \$300,000 as of June 30, 2020 in light of potential costs of COVID-19.
- Amend ERS main reserve maximum \$795,000.

2. Reserve Resolutions

- Set Reserve for Insurance balance at \$300,000 as of June 30, 2020.
- Set ERS main reserve at \$794,787.
- Set TRS subreserve of ERS Reserve of \$148,000.

3. Approve Tax Warrants (attached)

4. Approve Contract with OCM BOCES – Classroom Technology

5. Approve Contract with OCM BOCES - Copier

D. Approval of Codes of Conduct (Attached)

IX. Public Comments

NEXT MEETING: September 9, 2020

X. Executive Session (If Needed)

XI. Adjournment

DeRuyter Central School
711 Railroad Street
DeRuyter, NY 13052
**PUBLIC HEARING/
REGULAR MEETING UNOFFICIAL MINUTES**
May 26, 2020

6:00 pm – via Zoom

Members Present: Brandi Compton (BC), Dean Hathaway (DH), Jodi Wiesing (JW), Bradley Mierke (BM)
Members Absent: Richard Metcalf (RM)
Others Present: David Brown (DB), Sandy Welsh (SW), Jim Southard (JS), Jenny Valente (JV),
Steve Rafferty (SF), Kim O'Brien (KO)

I. Public Hearing Meeting – 6:00 pm

(SW) As District Clerk of the DeRuyter Central School Board of Education, I would like to call the Public Hearing to order for the purpose of the presentation of the 2020-2021 School Budget for the DeRuyter Central School. Dr. Brown???

(DB) Thank you Mrs. Welsh. Board of Education and Administrative team, I am going to be switching over to show my screen and then I am going to be showing a pre-recorded presentation at which I will explain in a second due to making sure that everything is in line with technology. Please stand by and here is the presentation.

Taken from the pre-recorded presentation:

“Good Evening. My name is Dr. David Brown. I am the Superintendent of Schools and this is our Budget Hearing for DeRuyter Central Schools. This is being pre-recorded to make sure there is consistency in the internet and the process by which you are hearing this presentation.

You know, I am so fortunate to lead this amazing school district in good times as well as in difficult times. This community continues to amaze me. We are collaborative, communicative, and such a loving group of people. Together there is nothing we cannot do. All of that being said, these are such unprecedented times, and there is so much to do and to prepare to move forward. Your first big responsibility is going to be voting for this budget, which is going to be done by absentee ballot. Those should be coming in your mail by the end of this week. It is very important that you fill it out properly, read through the directions, put it in the envelope, sign the envelope and send it back. They must be received no later than 5:00 pm on Tuesday, June 9, 2020 – two weeks from today. More on that later.

I am now going to switch over and present the Power Point, if you will me a minute. If there are any questions throughout this, please write them down, reach out to Sandy Welsh, our Board Clerk. She will get those questions to myself, a Board Member, or Jim Southard, our Business Official and we will get an answer to you immediately.

*Public Hearing
Call To Order*

*Pre-Recorded
presentation
regarding the
2020-2021
Budget from Dr.
Brown was
shown.*

Hold on one moment. I am now sharing the Power Point. You should be seeing that on your screen.

What I am presenting to you is the 2020-2021 proposed budget. There are many things I need to explain to you as we progress through this budget presentation and the realities of this year's upcoming budget.

First of all, I wanted to share some really great accomplishments of the district this year. We are about to finish our first successful full-year pre-k program. We are in our second year, but last year if you remember was only a half of a year when we got the grant approval. This program is totally funded through grants. We are looking at next year's program right now, and if you haven't signed up and done the registration papers, go on our website and the process is given to you there. And also, you can contact Mrs. Valente, our Elementary Principal and she can help you with that.

Another accomplishment is through COVID-19 the idea of on-line learning. None of us were built for this, none of us are built for this. When I went into education I thought about the relationships I would build with children, and colleagues, and community. And it is very different than what we have, but I have to say congratulations and what an accomplishment of all the people working together to create some kind of on-line process. However, there is also a really exciting reality that we know our community is very different than many across the country. We are doing paper and pencil learning as well as on-line learning and going back and forth and doing what is ever need for every one of our children from PK until 12th grade. We actually have some staff members who live in the district who also are challenged with connectivity. So, we are looking at every possibility of educating our children. Congratulations to the children for this new learning platform. Congratulations to the teachers for their amazing work for their students. And, congratulations to you, the parents who are helping us, and in some cases, doing a lot of the educating of your own children. It makes you so aware of everything that happens on a daily basis.

Another great accomplishment is the commencement of our construction project. I am sure you have noticed if you have driven by the district, there is no red storage building anymore! We have already gotten the foundation in there, the fields are set up to begin excavation as soon as next week, if not the week after, depending on the schedule. We are way ahead of the schedule because of the work that we could do since we have been closed. So that is one positive factor in not being able to be on campus is we can do a lot of the construction project.

Our bus lift has been removed and a new one is coming in June, if not July, and will be more than ready for us to start the new school year. If you could walk through the building you would not even recognize the 6th grade wing. The ceilings are down. The walls are starting to be prepped. Things are in place and we will be hopefully ready for us to resume in September.

We have started to take off the old roof and the new roof is coming on as soon as the weather permits to make that happen. And then there is so much that you can't see in this capital project because it is nothing that is very visible like the fields or like the red barn. You will see a lot of work on the roofs and there is something very important I wanted to share with the community. This is the being funded. There is this rumor going around that New York State said that all capital project funding has ceased. That is not true. If

anything like that happens, you will be the first to know. I believe in transparency and honesty. If this were truly going to happen, we would know. Now, I am not going to lie to you and say that the Governor isn't pulling back some money – we will talk about that in a second. But as it goes to the capital project, this capital project is still being funded at the rate that we talked about a year and a half ago.

So, we also, if you remember last year, we have our first capital outlay, which is being awarded tonight. What this outlay is, it is a component of the project that we can do through the outlay monies, which remember, get almost 87% aid back. So this almost \$100,000 is costing us about \$13,000. Because you voted yes last year at a high percentage, so we could do what we do best. And what this is, is the pointing of the building and I had to have Kevin Springer explain it to me this morning. The brick and mortar of the building, basically the building itself starts to deteriorate. Obviously we have cold months, we have warm months, and we have in between months. And the freezing and the thawing starts to take the mortar down, so what we need to do is we need to put the mortar back in. Sort of like your kitchens, if you have some mortar in and you have to put mortar back in and all those things, you do that on a 10-20 year basis. That's what we're doing. This is being done through the Capital Outlay.

We have a huge number of courses that we offer our children in the high school that are college-credit bearing courses. Yes we have AP courses, but this is different than AP. When you take AP, you get credit for the AP based on getting a 5, 4, 3, 2, or 1 and then hope the college takes that as credit. When you take the courses that we have like some of our Business courses, Public Speaking, our Math courses – these actually give 3 or 4 credits towards college. We have students going to college in the fall already a second semester freshman because they have so many college credits. That's an accomplishment we do and provide for our students.

Community Collaborations and Celebrations like our Pumpkin Walk – we had our second annual this year, and our After Prom. Unfortunately, this year we had to cancel the prom, but they have still been working for future proms – and that is to keep our children safe after the prom.

Expansion of the FFA to Middle School. Do you know how many people emulate what we do with FFA (Future Farmers of America)? People call us all the time and talk about our program. What we did this year, we moved that program into our Middle Schools.

We have our School Resource Officer in his first complete year. Karl vonKnoblauch has been doing incredible work – not only keeping us safe, but building relationships with students.

We, this year started our first year in the Next Generation Leadership Summit. We had 10 students who were selected who we saw as future leaders and they go through this training. One in the fall and one in the spring and they put projects together. Unfortunately, that got a little delayed this year because of COVID-19, but it is an exciting program that we hope to be part of for many, many years, and that is through Cortland County.

And then, as I said earlier, how we collaborate and work together as the town, village, school and community. Again – emulation. People emulate what we do all the time because of what we have built.

So...what is our budget? Our budget is \$11.3 million dollars. It is a small increase from last year. What I have asked my team to do and what the Board and I have discussed, is we are doing a bare-bones budget, but we are still providing everything we provided for our children. We are not reducing anything at this point, but we are not adding anything spectacular or anything like that. We are doing what we need to do and this \$11.3 million is what we need to educate your children.

The tax levy proposed to do this is 2.9%. That is well below our cap. Most districts around us, if you do some research, you will find out they are going all the way to their cap. Because of the compressor plant, our cap is 7.67%. We are not going to the cap – we can't do that right now with the fiscal realities that are put upon us. However, and you will see when I start to talk about the challenges, the Governor has reduced our state aid. We needed to at least do this amount towards the cap, the 2.9% to maintain the programs that we have. For the last few years, we have finally started to build our reserves and started to build our fund balance. We are dedicating a very good amount of reserves and fund balance toward this budget. However, we know that the future looks daunting, so we are not using all of our reserves and fund balance so we can think about the future. Being fiscally responsible means looking at more than now and next year, looking at the next three years and five years. So we are using a good chunk of reserves and fund balance, but we are not using all of it. And, that is purposeful.

The possibility of Truxton Academy students going – we have to put that into the budget.

Special Education needs – we continue to do what we need, offering the services to our children. Those have grown and we need to make sure that we have the teachers and the services so there are aspects of that in this budget.

We have reduced as much of our BOCES budget as we could. We made sure that when we built this \$11.3 million budget, we only did it with what we needed and that with which we could control. So there were a lot of things in this budget that we have scaled down. And, again, we've only scaled down to the point that there would not be a negative impact on educating our children.

With this budget, if you would so please support this budget and you vote yes, absentee ballot, checking the box, sending it back by June 9th, 5:00 p.m., it will cost the average taxpayer \$25 a year, or \$2 per month to continue educating our children. Again, that \$2 is also hundreds of thousands of dollars that we put in of our fund balance and our reserves.

The challenges: Contractual increases – we have agreements between the district and different units and those continue to move forward. So those are things that we don't really have control over right now.

Unfunded mandates – the Governor has said that he may take some of that money back. And I just want to take a moment to explain that to everyone. So, to begin with, we get foundation aid. So the budget is basically built on BOCES aid, foundation aid, and state aid. And then the taxpayer, those three things come together. Every year we hope to get a bump in foundation aid and state aid. This year early in January it looked like we were going to get a good bump again. And then the Governor, because of COVID-19 understandably said he doesn't have all the money, so we are not getting all the money. Our state aid formula was based on the 2018 foundation aid. So not only did we not get an increase, but we were reduced to two years prior. That is why we are using fund balance.

That is why we are using reserves, and we are asking for 2.9% because that has been reduced. The Governor also said he is not sure he is going to be able to pay his bills. What does that mean? Well, when we get state aid, we don't get it all at once on July 1st. We get it in increments. And what he said is that he might have to take some of that back. So, if we were to get \$1.3 million in state aid July 1st, we might \$1.2 million. That is what he means when he says take backs – he is going to take back some of that. He hasn't said how much, if any. But, if he does, we have reserves, we have our fund balance. If you say yes to this. If we have to go no to this, then it is going to be a different conversation on how we fund and what we fund. So please, please, please we are asking you to support this budget.

Building the Fall: We don't know what the fall looks like. We want your children back in this building. That's how we educate best. Yes, we are doing wonderful things. But we need them back. We don't know what masking looks like. We don't know what social distancing looks like. Hopefully none of that is our reality. But we also have to build that. All of what he does he does without saying, do this and then we will fund it.

And then the mail-in voting that you are all getting is an unfunded mandate. The amount of postage and the amount of envelopes, and the amount of time, all of that is unfunded. He's not giving us more aid to do this and it is costing us thousands of dollars. And I do want to thank Sandy Welsh, our Board Clerk, who has working non-stop to get these envelopes ready to go to be in your hands. Like I said you should have them by the end of the week. Turn them around as quick as you can. More on that later.

Health Insurance Rates are raising at 6%. Remember we are asking for 2.9% plus fund balance plus reserves to get us to all these other expenses that we don't manage and we can't really reduce.

The Truxton Academy Tuition – So often people think well the money follows the child. Yes, there is a certain allotment for each every child that we get through aid, but let me remind you, we went back to 2018 aid. Ok? Makes sense that that's what we have to build. We might have some take backs from the Governor. There is no reduction in the tuition for the Truxton Academy. We have to build that into the budget. If we don't we are not being fiscally responsible.

TRS Rate, Teacher's Retirement System, that rate is up.

These things are building up. Again, that is where that 2.9%, \$2 per month, comes from.

And then there is this rumor, like I said earlier, that there is not funding for the capital project that is false. If it changes I will let you know.

So what are the positive factors? We continue to present the budget substantially below the tax cap. So many districts are going at their tax cap. We are not doing that. We are not going at 7.9%, 7.79%, I'm sorry. We just didn't feel that was fiscally responsible. We know people are hurting. We hear that. We understand that. We have kept this as low as we possibly can so we, while we still can educate your children.

And I want to remind you about the compressor plant. I came to you over a year ago, that the compressor plant gave us the ability to build budgets far below our tax rates. Presently we are at \$16.32/1000. If we didn't have the compressor plant we would have been at

\$19.49/1000. We are still substantially lower, and you will see that in the graph that I am going to show later.

Positive fact is that we finally, and I said this last year and after, the end of last year and we talked about the budget we did even more. We have built up our fund balance to what the state says we should have. Every school district should have a 4% fund balance for those rainy days. Well, it is pouring outside and we have the fund balance to help that. It's really not pouring, it is beautiful outside today. I hope you had a moment to feel the sun finally beating on your face.

But anyway, we are fiscally planning for the next three to five years with our fund balance and reserves. We are using a lot of it, but we are not using all of it. I know I am repeating myself, but I think it is important.

For the first time, thanks, to you the voters last year, and I hope you come out through voting absentee ballot and say again that you are very pleased with what we are doing, we have our Capital Outlay. So we are spending close to \$100,000 and the state is giving us close to \$87,000 back. You do the math, we are getting a lot of work and it was my pledge that we hope to not do another capital project for a long, long time, if ever, because we can do the work in our small district year after year because you have started this. So, that is another positive factor with this budget is the capital outlay refunding.

I just wanted to go over this again. Here is what is, the school budget between \$10 million and a little over \$11 million and then there is the state aid, how that is funded and then the school tax levy. Again, this is going to be available to you, the Power Point will be available if you want to go back and look. But you can see how these things all relate.

So what is this factor? In 2017-2018, the rate was \$18.61/1000. We then had the compressor plant. Last year our tax rate was \$16.32/1000. Over \$2.00 reduction per 1000. This year we are proposing with this budget, the tax rate to go up to \$16.81/1000 – that is an increase of \$0.49 before STAR. That's where I get the \$2.00/month for the average house holder.

Here's the thing...without the compressor plant and without us being fiscally responsible, and without us using fund balance and reserves, we would be looking at a \$20.00/1000, but we are not – we are looking at \$16.81/1000. We will continue to be fiscally responsible and conservative and only have the dollars we need to educate your children and run this district.

Here is a great graph. I love this graph. We showed it last year and now we've pulled out for 2020-2021. You can see we are still so much below what the tax rate would have been. So thank you for all that you are doing.

So, what's in these propositions? Proposition # 2 – 2 Large Buses – Remember Proposition # 1 is the school budget – I showed that earlier. Proposition # 2 and you vote for each of these. 2 Large Buses through borrowing \$215,000. \$49,000 per year expense starts in 2021-2022. \$45,000 in revenue starts in 2021-2022. These buses literally at the end of a 5-year program, when we resell it, when we buy it, with state aid. They cost less than \$10,000 a piece because of these propositions every year. This is a multi-year plan. And people get very confused, wait a minute, we are in a pandemic and we are buying new buses? It is part of our plan. If we do this for multiple years, we are literally getting buses for almost

nothing compared to what they normally would cost. At over \$100,000 a piece, we are paying less than \$10,000 a piece in the long run. That is what you are voting on there.

And then, of course, as we annually do, Proposition # 3 is the Library Proposition and Proposition # 4 is the Summer Swim and Baseball/Softball programs.

The total impact is 2.9%. The budget, plus the buses, plus the library, plus the Summer Swim and Baseball/Softball programs - that is 2.9%. About \$2 per month for the average household – well under the allowed tax cap.

Final Reminders – and thank you for listening to me tonight and I know you probably have questions, so please ask them.

As soon as you get your mail-in ballot, don't throw it on the counter and think that you will get back to it. Please fill it out. If you are confused by it, call the district, we will help you.

If you have any questions, please reach out to me. Email me. Call me. Everything is on the website for you to get the information. Sandy Welsh is the Board Clerk and my Administrative Assistant. You can email or call her. Jim Southard is our Business Official or any Board member.

This Board is presenting a budget well below the tax cap utilizing fund balance and reserves. I will say it one last time. We have a lot on our plates. We have a lot of unknowns with the Governor – what is he going to do, what isn't he going to do. We are well below the tax cap. We are using our fund balance. Please, please, please, I hope you can see that we are doing something to help and continue to educate the children in DeRuyter Central Schools and we have made all the reduction and refinements while protecting the children of this District.

It is now time for questions. I am going to close this Power Point and we are going to back over to Zoom and this was pre-recorded as I told you earlier. And then I will answer questions from the Board and see if there is anything further and then we will go into our regular Board meeting.

I hope this was informative. I hope if you think I have missed anything, you will ask questions and I hope you know I will always be here whenever you need me, however you need me.

Again, thank you.

(DB) And I think we are back. And Dean we will now go into our normal Board Meeting.

(DH) OK - Call to Order the May 26, 2020 Regular Meeting at 6:24 pm – Please stand for the Pledge of Allegiance.

I. Regular Meeting Call To Order/Pledge of Allegiance

The Regular May 26, 2020 Meeting of the DeRuyter Central School Board of Education was called to order by President Hathaway at 6:24 pm. The Pledge of Allegiance immediately followed.

*Return to Zoom
Session for
Regular Meeting*

Call to Order

II. Establish Agenda

*Established
Agenda*

(DH) I need motion to establish the agenda as presented.

Motion: **CARRIED** **1st: Compton** **2nd: Wiesing**
 Vote: **Yes: 4** **No: 0** **Absent: 1 (Metcalf)**

(DH) 4 Yes – Motion passed

III. Board Comments

Board Comments

(DH) Any Board comments tonight?

(JW) Thank you for putting that presentation together, Dave. I thought it was very nice, very informative.

(DB) You're welcome.

(DH) Except for those 2 items – I picked them right out.

(Laughter)

(DB) Whatever!

(DH) Just kidding

(DB) You know I like to be live, and you know I love to be spontaneous, but I didn't wanna take a chance.

(DH) It was good! No More comments?

VI. Administrative Comments

*Administrative
Comments*

(DH) Administrative Comments – Everybody? Nothing for anybody?

(DB) No – I think if anything you are about to approve a new calendar and once you approve it, we will be sending a letter out to the staff tomorrow and then to the community with the end of the year – would any of the administrators want to let the community know what our dates are going to be and how we are going to be moving forward once the Board approves the new calendar. Happy to throw that out to someone..... Or I can do that. Our last day of instruction for students is going to be June 12th, Friday, June 12th. And this is based on the 180 day calendar. If you remember, we did work through spring break. We did have school last Friday, which was originally a holiday. The Governor said that all snow days, school closure days, and any vacations were to be used, which brings us to that 180 bus-specific days for the students to Friday, June 12th, and then the last day for 10 month staff will be Thursday, June 18 – yes – I am looking for a nod – yes June 18 – I didn't have that in front of me.

(DH) Ok – very good – anything further? OK – Board Action Items – we just need a show of hands.

V. Board Action Items

A. Personnel

1. Appoint Teachers

RESOLVED, That the Board, upon the recommendation of the Superintendent of Schools, appoint Kenneth Hammond to a 4 year probationary appointment as Secondary Business Teacher effective September 1, 2020 ending August 31, 2024 (unless extended in accordance with the law). This expiration date is tentative and conditional only. Except to the extent required by the applicable provisions of Section 3012 of the Education Law, in order to be granted tenure, the teacher must receive composite or overall annual professional performance review ratings pursuant to Section 3012-c and/or 3012-d of the Education Law of either effective or highly effective in at least three (3) of the (4) preceding years, and if the teacher receives an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time. The salary for this position is pending negotiations.

Motion: **CARRIED** **1st: Compton** **2nd: Wiesing**
Vote: **Yes: 4** **No: 0** **Absent: 1 (Metcalf)**

(DH) Do you have something Brad?

(BM) No

(DH) All in favor? Motion passed.

RESOLVED, That the Board, upon the recommendation of the Superintendent of Schools, appoint Kristen Romagnoli to a 4 year probationary appointment as Special Education Teacher - Elementary effective September 1, 2020 ending August 31, 2024 (unless extended in accordance with the law). This expiration date is tentative and conditional only. Except to the extent required by the applicable provisions of Section 3012 of the Education Law, in order to be granted tenure, the teacher must receive composite or overall annual professional performance review ratings pursuant to Section 3012-c and/or 3012-d of the Education Law of either effective or highly effective in at least three (3) of the (4) preceding years, and if the teacher receives an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time. The salary for this position is pending negotiations.

(DH) Brandi and Brad – All in favor?

Motion: **CARRIED** **1st: Compton** **2nd: Mierke**
Vote: **Yes: 4** **No: 0** **Absent: 1 (Metcalf)**

(DH) Motion passed.

(DB) Mr. Hathaway – in case that name sounds familiar, that is one of our Pre-K teachers and we had a retirement and she applied for the position, an internal position and she will be a special education teacher. So I just thought...if you were like....why do I know that name or how is that name working? So it is one of our own who is moving to a new position.

*Appointed K.
Hammond as
Business Teacher
eff. 9/1/2020*

*Appointed K.
Romagnoli as
Special Ed.
Teacher eff.
9/1/2020*

(DH) OK – thank you. That was one of the things I had. Do we have any idea in numbers for Pre-K?

(JV) I unfortunately don't have any solid numbers one way or another right now. We have 9 partially completed packets and we continue to post.

(DB) I do wanna...Go ahead Mr. Hathaway

(DH) I saw a thing on line that gave the amount that the State is awarding us for our program – I'm pretty sure it was 2020-2021 – it was like \$330 some thousand for 36 students. Is that ??

(JS) \$313,000 is the standard amount that was provided but that is prorated by the number of actual students that we have.

(DH) Ok.

(KO) I was going to say the same thing as Mr. Southard – we applied for 36 student spots because that is the maximum capacity of the 2 classes, but we only get paid for the number of students that actually attend. So, we don't get that money unless our kids are there.

(DH) Ok – I just see some of the school on there had like 6 kids listed and I wasn't sure how they came about that. Very good – thank you.

(DB) Yeah, just a reminder to our community - I said in the presentation, if you are thinking about Pre-K, please reach out to Mrs. Valente and get yourself signed up so we can have the right number of classes needed. A lot of times people might wait until July or August, and we need to build this now. So if you could please reach out, that would be great so we can get things in place.

(DH) Alright

B. Financial

1. Award Bids

RESOLVED, That the Board award Capital Outlay Project of Masonry restoration bid to Charles T. Driscoll. The Base bid of \$24,000 along with the specified Unit Prices will allow us to spend up to \$80,000 of the Capital Outlay funds. This contract also contains a \$4,000 contingency allowance.

(DH) Brandi and Jodi.

(BM) Dean – I have a question I would like to talk about. I don't know if you can hear me?

(DH) Yes – go ahead.

(BM) I'm sorry I am not quite up to speed, but I am seeing here that the base bid of \$24K with a specified unit prices that will allow us to spend up to \$80,000 of the capital outlay and then it, for the \$4K contingency allowance...maybe I am not understanding the verbiages. (Video breaking up) \$24K....and we have the ability to spend up to \$80K? Is that the way, am I understanding that correctly?

*Awarded Capital
Outlay Project of
Masonry
Restoration to C.
T. Driscoll*

(DB) Yes, I was very confused and as soon as the bids opened, I turned to March Associates and I said why are we accepting such a...at first I was excited, I'm like, wow, they are going to do all this work for so little money. He said no, it is up to \$80K, and they did this purposefully so they could make sure it wasn't over-bid and stayed within the \$100K, because if it went over the \$100K, we can't do it because it is a capital outlay. So, they kept it to a specific portion of the building that was being bid and they above and beyond the rest of the building, the older part, or the newer part would be pointed up into the point that we could afford it.

(BM) Got ya – so, that tells me that I am assuming that we are going, we have a \$24K base bid and they are probably going to do some more work to get up to get up to the allowable amount.

(DB) He assured me he was going to have the company do all of the work they could within the parameters of that \$80K.

(BM) Ok – No, that is fine. I just wanted to make sure I understood it correctly. I'm fine. I'm good with it.

(DB) Well, I didn't understand it so they had to explain it to me and that's sort of how I understand it. Like you heard, I don't fully understand the pointing thing. Kevin came in to tell me, he said this is just a way to make sure that we get every bang for our buck because there are limitations to capital outlay.

(BM) – Yes – well it is making sense to me now – it looks like he has a base bid of \$24K and he has a unit price per square foot to do additional work that I am assuming either yourself or March Associates is gonna (inaudible) when he reaches the point where it is the limit of the capital outlay. So that's fine – I understand it completely now.

(DB) And I will be honest – I also asked well, what about, did you look at the numbers, and would it be possible that if the base bid plus all the other work, if the other base bid was higher but the per linear foot, if that's the correct way to say it, would actually get us more work, would you look in to that. He said yes, we were going to look at those numbers because you have to look at the overall project. I really was a little confused by it – it was explained to me that way by March Associates. Jim is there, Mr. Southard, is there anything you wanted to share on that?

(JS) No that's basically what it was and because the work that was higher priced per unit in his base bid, was work that wouldn't necessarily be used that much, that's why they went with that.

(BM) Yea.

(DH) Any further discussion on that.

(BM) No – I'm good

(JW) I just have a question – going forward for capital outlay, can you split it in the same building, but split between two different projects.

(DB) As long as it is in the same building, yes you can do as many things as you want as

(JW) Alright.

(DB) Mr. Hathaway would it be – I don't know if Mrs. O'Brien or Mr. Rafferty would like to speak at all about the Business Teacher, just to update them. I mean, we're all very excited about this appointment that you are making and I didn't know if you wanted to give them any information.

(DH) Just let me get and "All In Favor" for this resolution.

(DB) My bad. My apology.

(DH) We did, but we had discussion – All In Favor?

| | | | |
|-----------------------|----------------|--------------------------------|--------------------------------|
| <u>Motion:</u> | CARRIED | 1st: Compton | 2nd: Wiesing |
| <u>Vote:</u> | Yes: 4 | No: 0 | Absent: 1 (Metcalf) |

(DH) OK – Motion passed. So you wanna revisit – we can do it at the end if you want.

(DB) Yes – My apologies.

(DH) Do Administrative Comments Again. That motion passed.

C. Approve Revised 2019-2020 School District Calendar

MOTION, That the Board approve revised 2019-2020 School District Calendar as per attached.

*Approved Revised
2019-2020*

(DH) Mrs. Compton, Mrs. Wiesing. All in favor?

| | | | |
|-----------------------|----------------|--------------------------------|--------------------------------|
| <u>Motion:</u> | CARRIED | 1st: Compton | 2nd: Wiesing |
| <u>Vote:</u> | Yes: 4 | No: 0 | Absent: 1 (Metcalf) |

(DH) Motion passed

D. Approve SEQRA

RESOLVED, That the Board approve State Environmental Quality Review for Project # 25030104-7-999-01 as it relates to the Smart School Bond Act Project.

*Approved SEQRA
– Smart School
Bond Act Project*

(DH) Mrs. Compton, Mr. Mierke. All in favor?

| | | | |
|-----------------------|----------------|--------------------------------|-------------------------------|
| <u>Motion:</u> | CARRIED | 1st: Compton | 2nd: Mierke |
| <u>Vote:</u> | Yes: 4 | No: 0 | Absent: 1 (Metcalf) |

(DH) Motion passed. Alright – Administrative Comments – if you guys would comment on those, on the new Business Teacher, that would be awesome.

*Administrative
Comments*

(SR) Yes, I would just like to say that I was part of the interview committee that interviewed Ken, and I think I can speak for everyone on the committee that he was our number one candidate by far. And he was just very well-spoken and was eager to work in a small school setting, like DeRuyter. And I feel like we extremely lucky to have him and I think the sky is the limit. So I know I am looking forward to working with him in the future. I think Kim would say the same thing. She was also in those interviews. We are just ecstatic – so thank you for approving that.

(KO) He has already set up some time with me to come in to take a look at the classroom, because right now it is set up like an old-fashioned like computer lab because that is what we used to use and now that the kids have their own devices, so we will give him an opportunity for him to take a look at the space and give us some sense what he really wants. And he should be in within the next week or so to do that. He will be working for curriculum hours – about 40 of them, which we give to all new teachers over the summer to work on developing, we wanna update our middle school course to be more about more digital literacy and, you know, he will take a look at the curricula we have been doing and start to make some tweaks and adjustments to that as well so that we can update all of those courses. As Steve said, he was by far our number one choice unanimously, without question with everybody that sat on that committee and I think he's gonna be a really good addition to our school.

(DH) Perfect – I'm excited to see that. It's an important aspect of the school – the kids getting a lot of benefit from so that's nice to see that department boom.

(JW) Yes

(DH) Alright – so thank you guys for that.

NEXT MEETING: June 10, 2020 – 6:00 pm – same station

VI. Executive Session (If Needed) -No need.

VII. Adjournment

(DH) I need a motion that the Regular Meeting of the DeRuyter Central School Board of Education be adjourned

(BM) Dean – can you hear me?

(DH) Yes – Sorry.

(BM) This isn't the right format for it, but being that we are having a masonry outfit come in, I'd like to make sure we get that lentil fixed above the Superintendent's Office door that was on the Building Condition Survey. Remember that? I'm being kind of smart, but that was one of the things on the Building Condition Survey. None of us ever understood why it was or found it, but I just thought I would add some (inaudible) and see if maybe Charles Driscoll could repair that for us, if it is not part of the capital improvement project. I just wanna make sure we get this done. Just being funny. That's all. It was one of those little things on the Building Condition Survey that never made any sense to me what-so-ever.

Next Meeting

Adjournment

Board Comments

(DB) Actually we can't because it isn't part of the masonry (inaudible) capital outlay so I will just keep looking up to make sure it doesn't fall on my head. It's all good.

(DH) Next year.

(DB) Next year.

(BM) Everybody keep up the hard work.

(DH) Alright I need a motion that we adjourn.

RESOLVED, That the Regular Meeting of the DeRuyter Central School Board of Education be adjourned at 6:42 pm.

Adjournment.

(DH) Mrs. Wiesing, Mrs. Compton. All in favor?

Motion:

CARRIED

1st: Wiesing

2nd: Compton

Vote: Yes: 4

No: 0

Absent: 1 (Metcalf)

Respectfully Submitted: _____


Sandra Welsh, District Clerk

DeRuyter Central School
711 Railroad Street
DeRuyter, NY 13052

REGULAR MEETING UNOFFICIAL MINUTES

6:00 PM via Zoom/Live Stream

JUNE 17, 2020

Members Present: Brandi Compton (BC), Dean Hathaway (DH), Jodi Wiesing (JW),
Richard Metcalf (RM), Bradley Mierke (BM)
Members Absent: None
Others Present: David Brown (DB), Sandy Welsh (SW), Jim Southard (JS), Steve Rafferty (SF), Kim
O'Brien (KO), Jenny Valente (JV)

I. Regular Meeting Call To Order/Pledge of Allegiance

Call To Order

The June 17, 2020 Regular Meeting of the DeRuyter Central School Board of Education was called to order by President Hathaway at 6:00 p.m.

The Pledge of Allegiance immediately followed.

II. Establish Agenda

RESOLVED That the Board establish the agenda as presented.

*Established
Agenda*

Motion: CARRIED 1st: Compton 2nd: Mierke
Vote: Yes: 5 No: 0 Absent: 0

(DH) 4 Yes – Motion passed

III. Discussion Items

*Discussion
Items*

A. FFA – Nationals in October – Dr. Brown

(DB) The only thing we're all gonna deal with before I speak about FFA is because we are 6' apart, but we are in a very cavernous room so we will all turn our microphones off so we don't have that reverb. Jodi – your microphone's on, but I think you are still trying to figure out the in.

So, anyway, the FFA today stopped to see me, Taylor Bass who is one of the co-advisors has a deadline of this Friday to sign up for the National trip in October. It is in Indianapolis. If they put their money forward, and we hold them out, they will not get their money back. If they put their deposits down and FFA cancels because of a second wave of COVID-19, they will get their money back. NYS is going to decide whether or not they are going to send delegates from all of the school districts July 15th based on what is going on in the state.

My recommendation is that we allow our FFA students to move forward and if and when FFA cancels or New York cancels, that we pull out. But I believe that we shouldn't be pulling out of anything educational, at this point any educational trips until we get the guidance from

somebody above us. Because otherwise everything can clear up and then we are not going to be going to be going anywhere or doing anything. So my recommendation to the Board is that we let FFA move forward with their registrations knowing there might be some parents who choose not to send their child because of COVID-19 and those possibilities. But, I feel as a school district we need to move forward and open our school for next year in the hopes that everything is as normal as possible.

(DH) What is the deadline?

(DB) Deadline for registration is this Friday. She need, I told her we had a Board meeting and I would be speaking to you and I would have a response for her.

(JW) Will they get reimbursed if we pull out

(DB) Yes, if we pull out they will not get their money back. If they cancel we do get our money back.

(DH) Who makes this decision?

(DB) The community or the Board decides we shouldn't be going on trips. That would be the only reason you would recommend to the superintendent that we not move forward with the trip even though nationally they are.

(DH) I don't see it being an issue. I highly support our FFA program and especially that trip.

(DB) Thank you – I will let her know.

(DH) Anything further on that?

(DB) No Not from me – thank you.

IV. Board Comments

Board Comments

(DH) Board comments – anybody?

(DH) On behalf of the BOE I want to thank this amazing community helping get the budget passed. It was a tough way to go about getting it done, but I am very humbled by the support of the community and very appreciative. It shows they are entrusting us with their kids and their district and we are going to move forward and continue doing the same work we are doing. Thank you.

V. Administrative Comments

Administrative Comments

(DB) I spoke to the construction project leaders specifically Bouley who is doing the outside work and they said you absolutely can use any pictures that you want to use and I am trying to load right now, but I will show you some of the pictures they gave me and then I can also to the community I will put them up on the website. It is really, really interesting, the large buried water system that they have put into the ground, and I have pictures they have sent me and I will share those with you as soon as I can get that to work when we get a break.

So that was one of the things you had asked.

Madison County has donated 8 digital thermometers to each of the school districts in Madison County. So I want to thank Madison County publically. We were using them tonight. You do not need to touch the forehead, you just need get in front of the forehead, take the temperature, it beeps and then you turn and it says 98.1 – I'm 98.1 – We're good.

So I appreciate that and I wanted update you, the Commissioner's Task Force – We have had 2 meetings now – they have been very interesting meetings and a lot of the conversations we have been having have been about transportation. And how we are going transport all of our students if they start to restrict the number of students on a bus. There are a lot of rural school superintendents on this task force and we all said it is a near impossibility. The other thing that we talked about is that the Board of Regents and State Education has got to communicate with the Governor and let him know this is how schools are run. Every time I spoke to the committee that I was on yesterday, Monday, I was on Facilities, Food Service, and Transportation. Today I was on Bilingual Education. Next week I will on two different Task Force – Task Forces – there are four different days. And everything that I said, was you need to let the Governor know that this group of thinkers needs to make these decisions, or help you make these decisions. And stop making a decision on a Friday and expect us to be able to do it on a Monday.

The other thing that we talked about, and there were several of my colleagues who also said this, is you keep telling us what we need and they are unfunded mandates. So we are not going to be able to afford everything that you think we are going to be able to do just by saying do it. So a lot of rhetoric that is coming from this task force is to let the Governor know let us open our schools the way we think it is best to open the schools. I will continue to update you in July.

And...there was one other thing on here. Oh – then we are also starting our own task force. I have been looking for teachers, community members, and staff, non-teaching staff so we make sure that every voice can be in the room talking about how we open our school in September. As I said last night, for our Budget Vote, and again I want to thank the community too, for the number of, we had more vote yes than we have seen in many, many years. 83% support – so thank you community for trusting us, educating your children. So I want the community there also. Of course, the Athletic Director will be there, and Kevin, our Transportation Director and our Facilities Director, Food Service and all of those important components will be there, secretarial be together with the community to look at how we open school next year.

And I think that's all of my updates for the Board.

(JW) Which Board Member was selected to be on the reopening committee?

(DB) I think you asked to be on it, Jodi.

(JW) I volunteered.

(DB) Yes – you are the only one so far that volunteered. I haven't – by the way community and staff – I have not said who is on it yet because I would love to have everyone, but we can't have a 50 member committee so I am going to be whittling it down, but right now you are the Board Member who has asked to be on it.

(JW) Ok.

(DB) And the only other thing I would like to say, because I don't know if it comes back to me Mr. Hathaway, is we have something for a young woman I am looking at across the table, but because of COVID-19 nothing seems to come in time when you actually order something on line. So I would just like to thank Brandi Carpenter publically for your 6 years of service if I am not incorrect. This is your last Board meeting unless we have to call another Board meeting and I have really in my two years, enjoyed working with you and appreciate everything you have done for this district and I don't know if the other Board members are going to say anything, but this could be our last time officially. And...thank you for all you have done for DeRuyter Central School.

(BC) Thank you. I will miss our time together but looking forward to more time with my family. I am always around if you need me/

(DH) On behalf of us all we have thoroughly enjoyed our time together. You will be missed and believe every member of the Board and everyone you've gotten to work with appreciates your volunteering to be on the board...very tough 6 years. We have been through a lot of stuff – crazy stuff. Couldn't have done it without you.

(DB) I didn't know if there were any other updates from any of the administrators who are being Zoomed in.

(SR) I just wanted to mention that graduation planning is under way. We are looking forward to Sunday's Graduation at 1:00 pm at the Fairgrounds. And right now we are making sure we have the parking spots the way we want and that all last-minute details are being ironed out. Hopefully the weather will hold up – it won't be too hot and it will be an enjoyable ceremony.

(DH)...I am sure it will be a wonderful day and it is because you've worked hard at it and we appreciate everything you have done for these kids. So...Anything else from the administrators? Ok – let's move on to Action Items

VI. Board Action Items

*Board Action
Items*

A. Personnel

1. Leave of Absence

RESOLVED, That the Board, upon the recommendation of the Superintendent of Schools, approve the maternity leave of absence for Kylie Stenger (Music Teacher) effective approximately October 13, 2020 through approximately January 29, 2021.

*Approve LOA
– K. Stenger*

Motion: **CARRIED** **1st: Compton** **2nd: Wiesing**
Vote: **Yes: 5** **No: 0** **Absent: 0**

(DH) Motion passed.

2. Appoint Special Education Teacher

RESOLVED, That the Board, upon the recommendation of the Superintendent of Schools, appoint Lisa Clark to a 4 year probationary appointment as Special Education Teacher - Elementary effective September 1, 2020 ending August 31, 2024 (unless extended in accordance with the law). This expiration date is tentative and conditional only. Except to the extent

*Appointed
Special Ed.
Teacher – L.
Clark*

required by the applicable provisions of Section 3012 of the Education Law, in order to be granted tenure, the teacher must receive composite or overall annual professional performance review ratings pursuant to Section 3012-c and/or 3012-d of the Education Law of either effective or highly effective in at least three (3) of the (4) preceding years, and if the teacher receives an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time. The salary for this position is \$47,050.

(BC) Question –Didn't we do this last month?

(DB) No we moved a teacher out of a present position into a special education position, then we had to add a Special Education Teacher if you remember at the Board last month because of State requirements.

(BC) Thank you.

(DB) Good Question

(DH) All in favor?

Motion: **CARRIED** **1st: Mierke** **2nd: Wiesing**
Vote: Yes: 5 No: 0 Absent: 0

3. Appoint Executive Secretary

RESOLVED, That the Board, upon the recommendation of the Superintendent of Schools, appoint Janene Kascha to a 52 week probationary appointment as Executive Secretary, effective July 6, 2020 at a salary of \$37,500.

*Appointed
Exec.
Secretary – J.
Kascha*

Motion: **CARRIED** **1st: Compton** **2nd: Mierke**
Vote: Yes: 5 No: 0 Absent: 0

4. Appoint Athletic Director

RESOLVED, That the Board, upon the recommendation of the Superintendent of Schools, appoint Sheri Smith as Athletic Director for the 2020-2021 school year effective July 1, 2020. The salary for this position is pending negotiations.

*Appointed S.
Smith – AD*

Motion: **CARRIED** **1st: Compton** **2nd: Wiesing**
Vote: Yes: 5 No: 0 Absent: 0

5. Appoint Technology Director

RESOLVED, That the Board, upon the recommendation of the Superintendent of Schools, appoint Zachary Miller as Technology Director for the 2020-2021 school year effective July 1, 2020. The salary for this position is pending negotiations.

*Appointed Z.
Miller as Tech.
Dir.*

Motion: **CARRIED** **1st: Compton** **2nd: Mierke**
Vote: Yes: 5 No: 0 Absent: 0

B. Consent Items

RESOLVED, That the Board approve/accept the following Consent Items:

*Approved/
Accepted
Consent Items*

1. Accept Claims Auditor Report (attached)
2. Approve Claims Auditor Claim - # 20-0011 - \$90.00 (attached)
3. Accept Treasurer's Reports as Presented (attached)
4. Approve Budget Transfer in the amount of \$43,951.000 (attached)
5. Approve Maximum/Minimum Amounts for Reserves & Fund Balances (attached)
6. CSE Recommendations (as attached)
7. Approve 2020-2021 Board of Education Meeting Schedule (attached)
8. Approve Bus Bond Resolution (attached)

Motion: CARRIED 1st: Compton 2nd: Mierke
Vote: Yes: 5 No: 0 Absent: 0

C. Accept 2020-2021 School Budget Vote Results

*Accepted 2020-
2021 School
Budget Vote
Results*

RESOLVED, That the Board approve the 2020-2021 School Budget Vote Results as follows:

| | | |
|---|---------|--------|
| Proposition # 1 – 2020-2021 School Budget | 382 Yes | 79 No |
| Proposition # 2 – 2020-2021 Transportation Proposition | 347 Yes | 115 No |
| Proposition # 3 – 2020-2021 Library Proposition | 384 Yes | 80 No |
| Proposition # 4 – 2020-2021 District Wide Summer Rec. Prop. | 356 Yes | 106 No |

Board of Education Members:

| | |
|---------------|-----------|
| Daniel Degear | 376 Votes |
| Jodi Wiesing | 355 Votes |

(DH) Congratulations Jodi for another 3 years

Motion: CARRIED 1st: Compton 2nd: Wiesing
Vote: Yes: 5 No: 0 Absent: 0

D. Approve Memorandum of Agreement

RESOLVED, That the Board approve the Memorandum of Agreement with the DeRuyter Faculty Association, with regards to the extension of the contract, as per attached.

*Approved
MOA w/DFA –
extension of
current
contract*

Motion: CARRIED 1st: Compton 2nd: Mierke
Vote: Yes: 5 No: 0 Absent: 0

NEXT MEETING: July 7, 2020 (1st Tuesday) – Reorganization/Regular Meeting

Next Meeting

(DH) Dr. Brown, do you have something else?

(DB) Yes quickly.

*Return to
Admin.
Comments*

(DH) Sure

(DB) I forgot, as I was looking at my pile, there are 2 different logos to put up at the entrance to the new track and I just wanted to pass it around and I am going to pass it around to the Board. They are either 'ROCKETS' or 'Rockets' and smaller. And I just wanted to get a vote from the Board and I knew we couldn't talk about it in Executive Session. Thank you. My apologies Mr. Hathaway.

Discussion – Capital D and Capital R but the rest lower case letters

(DB) I think he is prepared if you would like him to– I forgot to bring that up in my part. Jim would you like to talk about the per capita – what it costs per student? There have been quite a few community, not quite a few – there have been a few community members wondering why we are spending so much per student and I think it is important that we understand what it means when these numbers come out, especially for a small school district. And you can either present this on July 7, 2020 or if you are comfortable, I know you and I talked about it earlier this week, sharing with the Board.

(JS) I am fine sharing it now. As we discussed I went through last year's final amounts and it was approximately \$27K/student. For comparison purposes across the state, we spend about \$55 billion on education and that's for 2.6 million students. That works out to a little over \$21K/student. Now if you are a low population district, if you are a sparse district, if you are a district that has a lot of high needs students, if you are a district that has smaller class sizes, then you are going to have increase from that average. Since we are all four, we are going to increase significantly from that average. It is just basic math, because when you put those factors in place, it is all going to put more and more expense on. You have to divide certain expenses that are the same across multiple, across districts over smaller numbers of students. And that is what drives our per capita costs.

Now, we do have a piece in the for the federal funds which is never used every year as long as we get federal grants so it is always going to be a little inflated, like about \$800/student just because of that. So that is one factor.

So...And I know people talk about that and it is because the Post Standard does the story every year – they just take the numbers and divide them out, they don't, you know, they compare North Syracuse to DeRuyter and it doesn't make any sense. You know, people talk about it and we have to be prepared to discuss it.

(DB) And it is not a true, correct me if I am wrong, Mr. Southard, it is not a true representation – we don't literally take \$31K out of the budget and allocate it to one child, or another child. There are a lot of aspects to how we educate children and the expenses of educating children that offset the revenues that we get. What we have to understand is when we educate from the moment of July 1st to June 30th we have a pool of money and we have expenses and those expenses are divided up amongst everything that happens inside of our school district.

(JS) There are other factors like the cost per, for capital projects, that is going to be higher in DeRuyter than in North Syracuse. The cost of transportation, because we are such a sparse district, it is going to be higher per student than in another district. So we have to consider all those things.

(DB) So that actual amount in the newspaper doesn't really represent the funding that we have or that we do to educate our children – per student.

(JS) On a direct division amount, yes it does, but as far as what we actually do and why we do the things we do – no. The cost per student is to my way of thinking a relatively irrelevant thing because you cannot compare a North Syracuse to a DeRuyter. I mean, we could have 2 high cost kids and it is equivalent to North Syracuse having 200. And they may not have 200 very high cost kids. It is the same percentage thing we talk about with the Senior Class where 3% is one kid. We have to consider that when you talk about percentages and when you talk about per capita, there are going to be things in our situation that is going to be skewed.

(DB) Yes. Thank you. Any other questions, Mr. Hathaway or Board of Education?

VII. Executive Session (If Needed)

*Executive
Session*

RESOLVED, That the Board adjourn to Executive Session at 6:22 p.m. for the purpose of discussing contract for a particular person.

Motion: **CARRIED** **1st: Compton** **2nd: Mierke**
 Vote: Yes: 5 No: 0 Absent: 0

*Return to
Public Session*

Motion passed. Thank you all for tuning in. We will see you Sunday.

The Board returned to Public Session at 6:45 p.m.

VI. Board Action Items

*Board Action
Items*

A. Personnel

6. Approve Non-Affiliated Personnel Salaries for 2020-2021

*Approval of
2020-2021
Salaries*

RESOLVED That the Board upon the recommendation of the Superintendent of Schools approve the 2019-2020 salary increase of 3% for the following: Cook Manager, District Treasurer, Technology Coordinator, Superintendent's Secretary, District Clerk, Athletic Director's Secretary, Buildings & Grounds/Transportation Supervisor, MS/HS Principal, Elementary Principal, Superintendent, and Director of Curriculum and Instruction.

Motion: **CARRIED** **1st: Compton** **2nd: Wiesing**
 Vote: Yes: 5 No: 0 Absent: 0

VIII. Adjournment

RESOLVED That the June 17, 2020 Regular Meeting of the DeRuyter Central School Board of Education be adjourned at 6:51.

Adjournment

Motion: **CARRIED** **1st: Compton** **2nd: Metcalf**
 Vote: Yes: 5 No: 0 Absent: 0

Respectfully Submitted: _____


Sandra Welsh, District Clerk



**DeRuyter Central School
Board of Education Reorganizational Meeting UNOFFICIAL Minutes
Tuesday, July 7, 2020
6:00 p.m. – via Zoom/Live Stream**

Members Present: Daniel Degear (DD) Dean Hathaway (DH), Jodi Wiesing (JW), Bradley Mierke (BM)
Members Absent: Richard Metcalf
Others Present: David Brown (DB), Sandy Welsh (SW), Jim Southard (JS), Steve Rafferty (SF), Kim O'Brien (KO), Jenny Valente (JV), Ethan Gardner (EG), Lowell Dewey (LD)

****Video started after the Call To Order and the Oath of Office of Mr. Degear****

I. Call To Order –District Clerk Welsh

District Clerk Welsh called the 2020-2021 Reorganizational Meeting of the DeRuyter Central School Board of Education to order at 6:00 pm.

II. Oath of Office - New Board Members – Daniel Degear, Jodi Wiesing

District Clerk Welsh administered the Oath of Office to the newly elected Board Members, Daniel Degear and Jodi Wiesing.

(JW) I, Jodi Wiesing, do solemnly swear that I will support the Constitution of the United States, and the Constitution of the State of New York, and I will faithfully discharge the duties of the office of Board Member of the Board of Education of the DeRuyter Central School District to the best of my ability.”

(SW) Thank you – if you could print that out, sign it and send it to me that would be great.

(JW) Okie Dokie

(SW) Ok – um, the next is appointment of District Clerk.

III. Reorganizational Business

A. Appointment of District Clerk –

RESOLVED, That the Board appoint Sandra Welsh as District Clerk effective July 7, 2020 through the July 2021 Reorganizational Meeting.

| | | | |
|-----------------------|----------------------------|---------------------------------|--------------------------------|
| <u>Motion:</u> | CARRIED | 1st: Hathaway | 2nd: Wiesing |
| | <u>Vote:</u> Yes: 4 | No: 0 | Absent: 1 (Metcalf) |

1. District Clerk Oath of Office

B. Election of President of the Board of Education

(SW) I would like to now call for the nomination for President of the DeRuyter Central School Board of Education.

(DD) I will move for Dean Hathaway

(JW) I second it

The vote was called, resulting:

Mr. Degear - Yes
Mr. Hathaway – Abstain
Mr. Metcalf - Absent
Mr. Mierke – Yes
Mrs. Wiesing – Yes

1. Oath of Office – Elected Board President by District Clerk Welsh

(SW) Mr. Hathaway would you mind reading the Oath of Office for the President of the Board of Education and the print it, sign it and send it to me?

(DH) Sure will. I, Dean Hathaway, do solemnly swear that I will support the Constitution of the United States, and the Constitution of the State of New York, and I will faithfully discharge the duties of the office of President of the Board of Education of the DeRuyter Central School District to the best of my ability.

(SW) Thank you.

(DH) Thank you guys.

C. Election of Vice President

(SW) I would like to now call for nominations for the Office of Vice President of the Board of Education.

(DH) I do that?

(SW) You can do that Dean

(DH) I would like to call for nominations for the Office of Vice President of the Board of Education of DeRuyter Central Schools.

(DD) Move that Brad Hathaway. Yeah Brad Hathaway. Not Brad Hathaway. Brad Mierke.

(DH) We've seen that before.

(DD) That was in the yearbook once.

(JW) It was.

(SW) And do I have a second?

(JW) I second it.

The vote was called, resulting:

Mr. Degear – Yes
Mr. Hathaway – Yes
Mr. Metcalf - Absent
Mr. Mierke – Abstain
Mrs. Wiesing - Yes

1. Oath of Office – Elected Board Vice President by District Clerk Welsh.

(SW) Mr. Mierke, would you mind reading the Oath of Office for the Vice President of the Board of Education of DeRuyter Central School and sign and send it in to me?

(BM) I Bradley Mierke do solemnly swear that I will support the Constitution of the United States, and the constitution of the State of New York, and I will faithfully discharge the duties of the office of Vice President of the Board of Education of the DeRuyter Central School to the Best of my ability.”

(SW) Thank you – Mr. Hathaway

(DH) Yes ma’am.

(SW) I think you have the rest of the meeting.

(DH) I do – thank you very much.

(SW) Thank you.

(DH) Congratulations everybody on your new positions and existing positions. I’ll take a moment just to thank everybody for their support and our community for their continued support and trust in the job that we do for this district.

With that being said, I need a motion that the Board appoint the following effective July 7, 2020 through the July 2021 Reorganizational Meeting as read:

D. Appointments

RESOLVED That the Board appoint the following effective July 7, 2020 through the July 2021 Reorganizational Meeting:

1. Katy Denkenberger – Treasurer – Bonded for \$1,000,000
2. Sandra Welsh – Deputy Treasurer – Bonded for \$1,000,000
3. Katy Denkenberger – Extra Classroom Fund Treasurer
4. Bonita Young – Claims Auditor - \$15/hr. – not to exceed \$2,500
5. Business Administrator – Third Signor for Extra Classroom Account Fund, Purchasing Agent, Payroll Certifier, Director representing DCS for CNY Cooperative Health Insurance Fund, Director representing DCS for OCM BOCES Workers’ Compensation Consortium, Federal Grants Supervisor, Right-To-Know Officer, Records Access Officer, and McKinney-Vinto Liaison
6. MS/HS Principal– Chief Faculty Counselor with authorization to sign checks for Extra Curricular Fund
7. Director of Curriculum/Instruction – Title IX Reporting Officer , Appeals person for Sexual Harassment Reporting Officer, Data Protection Officer
8. Superintendent – Deputy Purchasing Agent, Acting Payroll Certifier in the absence of the Business Administrator, Sexual Harassment Reporting Officer, Civil Rights Compliance Officer, Appeals person for Title IX Reporting Officer
9. Rebecca Marshall - District Tax Collector, bonded for \$1,000,000 for a fee not to exceed \$4,774.05
10. Family Health Network – School Physician
11. Juanita Hayes – Attendance Clerk
12. Sandra Welsh – Records Management Officer
13. Director of Special Education – CSE Chair/Administrator, CPSE Administrator, CPSE Alternate Chair, Section 504 Coordinator

Motion: CARRIED

1st: Wiesing

2nd: Mierke

(DH) All in favor?

Vote: Yes: 4

No: 0

Absent: 1 (Metcalf)

(DH) Motion passed.

(DH) I need a motion that the Board appoint the committees as listed effective July 7, 2020 through the July 2021 Reorganizational Meeting.

E. Appoint Committees

RESOLVED, That the Board appoint the committees as listed effective July 7, 2020 through the July 2021 Reorganizational Meeting:

1. Committee on Special Education
Physician: Family Health Network
Parent Representative: Nancy Aller
Psychologist: Andrew Scherrer
Chairperson/Administrator: Director of Special Education (MS/HS/Elem Principals)
Special Education Teachers: Kristen Romagnoli, Lisa Clark, Cassidy Richardson, Meghan Morgan, Stacy Inman, Julie Arno
School Counselors: Maureen Alger, Melanie Lynch
2. Committee on Pre-School Special Education (CPSE)
Psychologist Andrew Scherrer
Chairperson Psychologist
Alternate Chairperson Director of Special Education (MS/HS/Elem Principals)
Administrator Director of Special Education (MS/HS/Elem Principals)
Physician Family Health Network
3. Safety Committee: Head of Buildings/Grounds/Transportation (K. Springer), Superintendent (D. Brown), Director of Curriculum/Instruction (K. O'Brien), Business Official (J. Southard), BOCES Safety Officer (Evan Todd), MS/HS Principal (S. Rafferty), Elem. Principal (J. Valente), DFA Representative (M. Wheatley), School Nurse (J. Vadala), District Clerk (S. Welsh).
4. Audit Committee – DCS Board of Education

Motion: CARRIED

1st: Degear

2nd: Mierke

(DH) All in favor?

Vote:

Yes: 4

No: 0

Absent: 1 (Metcalf)

(DH) Motion passed.

(DH) I need a motion that the Board establish the following rates of pay effective July 7, 2020 through the July 2021 Reorganizational Meeting:

F. Establish Rates of Pay, etc.

RESOLVED That the Board establish the following rates of pay effective July 7, 2020 through the July 2021 Reorganizational Meeting:

Certified Substitute Teachers - \$95/day
(\$95/day days 1-15 consecutive; \$110/day days 16-100; contract base rate days 101 and beyond)
Non-Certified Substitute Teachers – Current Minimum Wage
Substitute Teaching Assistants – Current Minimum Wage
Substitute Teacher Aide - Current Minimum Wage
Certified Tutors - \$32.00/hour
Non-Certified Tutor - \$20.00/hour
Substitute Nurse (RN) - \$95/day; Substitute Nurse (LPN) - \$75/day
Clerical Substitute – Current Minimum Wage
Cafeteria Substitute –Current Minimum Wage
Maintenance/Cleaner Substitute – Current Minimum Wage
Substitute Bus Monitor – Current Minimum Wage
Bus Driver Substitute - \$20/hour
Shot Clock Keeper - \$20/game
Game Timers - \$20/game

Score Keepers - \$20/game
Petty Cash Fund - \$100 to be administered by School District Treasurer and \$100 to be administered by the Cook Manager
Mileage – Current IRS Mileage Rate
Special Student Transportation Rate – Current IRS Mileage Rate
Bank Depository Designation (for no more than \$5M per institution) - Citizen's, Chase, Citibank, and Bank of America
Investment (for moneys not needed in cash flow) - Citizen's, Chase, Citibank, Bank of America
Newspapers – Cortland Standard, Syracuse Post Standard (when appropriate)

Motion: CARRIED

1st: Wiesing

2nd: Mierke

(DH) All in favor?

Vote: Yes: 4 No: 0 Absent: 1 (Metcalf)

(DH) Motion passed.

(DH) I need a motion that the Board authorizes the following effective July 7, 2020 through the July 2021 Reorganizational Meeting:

G. Authorizations

RESOLVED That the Board authorizes the following effective July 7, 2020 through the July 2021 Reorganizational Meeting:

Treasurer – approve payment/issue checks for utilities (including AT&T), postage, school credit card and express services as they become due to avoid paying late fees
Board President – act on behalf of the Board to appoint Impartial Hearing Officers
Board President/District Clerk – sign contracts for Health & Welfare Services for resident students attending non-public schools.
Board Vice President – act on behalf of the Board President in his/her absence.
Superintendent – to hire instructional/non-instructional permanent positions (excluding administrative positions) in advance, pending Board approval at the subsequent Board meeting.
District Clerk – to sign applications for corrected rolls (as approved by the Business Administrator).

Motion:

CARRIED

1st: Mierke

2nd: Wiesing

(DH) All in favor?

Vote: Yes: 4 No: 0 Absent: 1 (Metcalf)

(DH) Motion passed

(DH) I need a motion that the Board re-affirm the current DeRuyter Central School Policy Book.

H. Policy –

RESOLVED, That the Board re-affirm the current DeRuyter Central School Policy Book.

Motion:

CARRIED

1st: Degear

2nd: Wiesing

(DD) It's like an auction! (Laughter)

(JW) We each need paddles. (Laughter)

(DH) Any discussion on that? All in favor?

Vote: Yes: 4 No: 0 Absent: 1 (Metcalf)

(DH) Motion passed.

(DH) Alright we are going to adjourn the Reorganization Meeting.

(SW) Um excuse me, Mr. Hathaway.

(DH) Yes ma'am

(SW) We have one more for the Volunteers/Workers compensation motion.

(DH) Did I miss it, or is it not on here?

(SW) It is the very last one – Letter I

(DH) Oh ok – sorry

(SW) That's fine

(DH) I need a motion That the Board recognizes the contributions made by the persons volunteering services to the School District and the benefit thereby inured to the School District. The Board of Education, by adoption of this Resolution makes a policy decision to formally codify and provide uniformity in the application of various practices of the school District, which currently does not provide for Workers' Compensation coverage to school volunteers.

I. Volunteers/Workers Compensation

RESOLVED, That the Board recognizes the contributions made by the persons volunteering services to the School District and the benefit thereby inured to the School District. The Board of Education, by adoption of this Resolution makes a policy decision to formally codify and provide uniformity in the application of various practices of the school District, which currently does not provide for Workers' Compensation coverage to school volunteers.

Therefore, in consideration of their services as volunteers to the School District, Workers' Compensation coverage for said volunteers in the Worker's Compensation Consortium of which the School District is a member, is hereby elected and included in this plan.

Volunteer activities for which Workers' Compensation coverage is contemplated are defined as educational support services provided under the supervision of school authorities during approved school activities.

Motion:

CARRIED

1st: Mierke

2nd: Wiesing

(DH) All in favor?

Vote:

Yes: 4

No: 0

Absent: 1 (Metcalf)

(DH) Motion passed

IV. Reorganization Business Adjournment

(DH) Now we are going to adjourn the Reorganizational Meeting (6:09 pm) and head into the regular meeting. I think he is putting up the flag for the Pledge of Allegiance.

Respectfully Submitted: _____



Sandra Welsh, District Clerk

DeRuyter Central School
711 Railroad Street
DeRuyter, NY 13052

REGULAR MEETING UNOFFICIAL MINUTES
(Preceded by the 7/7/20 Reorganizational Meeting)

6:00 PM via Zoom/Live Stream

JULY 7, 2020

Members Present: Daniel Degear (DD) Dean Hathaway (DH), Jodi Wiesing (JW), Bradley Mierke (BM)
Members Absent: Richard Metcalf
Others Present: David Brown (DB), Sandy Welsh (SW), Jim Southard (JS), Steve Rafferty (SF), Kim O'Brien (KO), Jenny Valente (JV), Kevin Springer (KS) Ethan Gardner (EG), Lowell Dewey (LD)

I. Regular Meeting Call To Order/Pledge of Allegiance

The July 7, 2020 Regular Meeting of the DeRuyter Central School Board of Education was called to order by President Hathaway at 6:09 pm. The Pledge of Allegiance immediately followed.

*Call To Order
Pledge of
Allegiance*

II. Establish Agenda

(DH) Alright – everybody back?

(SW) Yes sir.

(DH) Alright – I need a motion that the Board establish the agenda as presented.

RESOLVED That the Board establish the agenda as presented.

Motion: **CARRIED** **1st: Mierke** **2nd: Wiesing**

(DH) All in favor?

Vote: **Yes: 4** **No: 0** **Absent: 1 (Metcalf)**

(DH) Motion passed

*Established
Agenda*

III. Discussion Items

A. Capital Project Update – C & S Companies

(DH) Alright – we have Capital Project Update by C & S Companies. Mr. Gardner...

(EG) – Alright – How are you doing, Dean?

(DH) Good, sir. How are you doing tonight?

*Discussion
Items*

*Capital Project
Update*

(EG) Good – I have with me, Lowell Dewey who is also a C & S employee. He will be helping me out with the site work that will be taking place. So I have....let's see...I have just a short presentation here. I would like to take some time to update you on the project that has been made on the project over the last few months. I understand a lot of you probably haven't had the opportunity to come out here too much, so I think we will take about 15-20 minutes if that's alright to just offer a little update, so..

(DH) Great. Thank you.

(EG) Of course. So I basically wanted to hit on the 5 areas that really comprise most of the work here at the school: HVAC upgrades on the 2nd floor of the middle school wing, the bus lift, obviously in the bus garage, roofing on the gymnasium roofs and the elementary school roof, the new storage building which is being constructed where the red barn used to stand, and I think Lowell will take it over for site work.

Also, we will discuss the baseball outfield. As most of you probably know, there was additional work proposed there to address some drainage issues and Lowell will talk us through that a little bit and then we'll take a little bit of time for your questions or comments.

Let's get started right away – Our HVAC upgrades as I said - MS wing on the 2nd floor. Currently there has been 12 unit ventilators installed – heating and cooling, so there will be AC in that wing, one fan coil unit in room 225 which is, a fan coil unit is basically a smaller air conditioning unit hung in the ceiling – didn't need a unit ventilator in there as it is a smaller space, there has been 13 rooftop condensing units installed, 2 gravity ventilators, and this work also coincides with a ceiling replacement in that 2nd floor corridor where new duct work will be installed.



So, this is just a photo of one of the typical unit ventilators as it is installed right now. The piping you see against the wall there is refrigerant piping that goes up through the ceiling, out into the corridor, then penetrates up through the roof to the condensing units up there. Currently we are just waiting on control wiring to be installed to these and then pipe covers on that insulated pipe and then installation of these will be effectively complete.

As I said before, the fan coil unit, smaller ceiling hung unit for Room 225. Also installed and waiting for control wiring. And installation's complete.





As I mentioned before, 2nd floor ceiling replacement. So, there will all be new tile and suspension system and that will allow for the contractors to get up over the ceiling, replace duct work, insulate their piping, make their penetrations up through and we are hoping that once control wiring is taken care that that ceiling replacement can begin.



So here is just a photo of the rooftop condensing units. All of these structures that you see



that are supporting the units are called equipment curbs. So these were all installed down into the roof deck. There was blocking installed to mount those onto the roof. And in the center is pipe portal which brings up wiring and the refrigerant lines from those HVAC units. That silver-domed looking piece of equipment there is the SRV gravity ventilator which allows for relief air.

Ok – moving along – the Bus Lift.



Current the bus lift installation is complete and it is being used every day by the mechanic here. We were fortunate enough to get an early start on that work back in early May. So installation of the Bus Lift involved the removal of the existing lift as well as demolition of the existing slab, new





trench drains were installed while the slab was demoed. And went ahead and installed the new concrete slab as well as the new bus lift. So have a few photos here – so that was after the demolition of the slab, the removal of the existing drains and those long structures you see there are the new trench drains which tie into the existing oil and water separator. And then obviously in the center there you can see with the form boards is the in-ground bus lift, or the found...well it would be the foundation of it. Then a photo of the new slab installed, and our new bus lift.

(DH) (Inaudible) adjustable?

(EG) Yes, the scissor lift, that scissor rides on a rail system back and forth to adjust for different wheel bases for different buses and vehicles. So you all can come get your oil changed.

(Laughter)

(LD) That's not a C & S service is it?

(Laughter)

(EG) Oh – No – Could be.

(Laughter)

(JW) That's in the new contract for Board Members, right?

(EG) So moved! (Laughing) So roofing – um – as some of you might be aware, the original plans for roof replacement on the gymnasium roof and the elementary school roof included a complete removal of the roof system down to the deck. Myself, David, and Kevin, and the March Associate Team were able to work with the contractor, CJ Marley, who had a few suggestions for bringing down costs associated with removing the entirety of those roofs and we actually got a substantial credit of about \$55,000 back into the project budget by omitting a complete removal on the gymnasium roof and instead just addressing the known problem areas around some areas which were saturated – the insulation was saturated and I do have some photos of that.



So what you see here is the top layer of roofing as well as the insulation down to the roof deck was removed. It was saturated beyond really repair. So CJ Marley removed 2 problem areas approximately 15' x 20' give or take, which were known to be causing leaking in the gymnasium. And then installed poly.....insulation, as well as blocking around the perimeter of the roofs obviously and then a new rubber roofing system

complete over the entire roof. So that work has been completed for quite a while, I'd say the finished product there with the exception of metal fascia along the perimeter of the roof, um, all of the rubber roofing along the main gymnasium roof, the 2 lower gym roofs, and the elementary school roof as well, um, I expect that metal fascia will be installed (inaudible) – that will be the end of the roofing. This is just another photo of the elementary school roof. Rather than removing any of that roofing material, new insulation and new layer of rubber EPDM roofing was installed.



Storage Building – The storage stands where the existing red storage barn was. So construction of the new storage building involved removal of the existing barn which involved the removal of asbestos roof tar on one of the lower roofs, as well as demolition obviously of that building and construction of the new storage building which involved obviously excavation for new foundation, pouring of the new floor, and concrete aprons as well as obviously framing and installation of metal siding, which is actually complete today. So I have a few photos of it up to date.



First we all remember the red barn – you can see on that lower roof where those roof panels are cut that was the removal of the existing roof tar. It was approximately



100' square feet. And then demolition. And this work all took place back in early April, early to mid-April. We were fortunate enough to get a good start on that.



And then – oh no – it appears I lost the photo of the new building. I will send that with the minutes. I will send that out – I don't understand how that happened. Well I will tell you that the storage building is complete with the exception of electrical service. It is all – all of the rough-ins, and receptacles and light fixtures are all installed. Within the next couple of weeks, we are hoping that the overhead doors as well as the man doors will be installed. And then that will complete the storage building.

So at this time I think I am going to pass it over to Lowell Dewey – I will let him introduce himself, and he will take you through site-work. Thank you.

(LD) Make sure I press the right button. I'm Lowell and I ran the C & S Buffalo office for 25 years and they, the last 10 years we did a lot of site design including athletic facilities. I have probably designed a dozen tracks and 6 or 7 synthetic turf fields as well as high school and college grass fields. So every summer they grab me to provide support for good guys like Ethan and I am here just 2 days a week. Fortunately you have a good set of drawings and you have a good contractor so far. We have made great progress. But I can speak to the drainage systems, the track itself, and some of the site features. And we will just go through these in sequence fairly quickly if I – I can press it if you want – if you trust me!



The first step was to disc the whole field and this was just to loosen up the sod and the existing top soil - so that was essentially what it looked like when we first started.

And this is as we moved forward on the track itself – the big oval that forms the track – that gets compacted to what they call 95% modified proctor density. It is very, very tight, so you will never get any movement once we get asphalt on it. But that is just the beginning of the work – and that's a silt fence in the background to prevent silt-laden water from leaving the site.



And this is just typical of what we see here every day. This contractor has very good equipment and it is pretty much state-of-the art. You can see, if you look closely, you can see the bulldozer with GPS towers on it, so that follows the contours of the grading plan with a computerized operation. So he really just has to drive it and the computer takes over and follows the grade.

(BM) Neat. It is a neat system.



(LD) This is the perimeter drain. It is perforated pipe. As you know you had a lot of storm water and ground water problems on this site, so the whole field was raised, I would say an average of 2-2-1/2'. So about 10,000 cubic yards of structural fill was brought on the site.

Stuart Murphy decided to reclaim all of the top soil and they had a big screener that was going, as a matter of fact up until last week, to re-use the top soil to get it processed it is beautiful organic stuff and so he was able to keep it all on site and he still has some to remove but you will see other pictures. This is an important perimeter drain. It is a 12 x 8" pipe perforated.

This is at the "D –zone" at the south end. Storm water has to be contained and treated and controlled and having controlled discharge. So these big arched pipes – I have seen them as big enough to walk through – these you can crawl through there. There are plenty of them. Storm water enters this, percolates into the ground wherever it can, and then there is a controlled discharge through 2 big (inaudible) and I will show you how that ends up when we are all done. But the ground water was so high here that they had to have a continuous pump to remove it and you will see that the ground water flows right through this system and it is quite clear and clean by the time it leaves.





This an important part of the new track – it is an edge drain.

You can see it is a perfect radius around the inside edge of the track.



This has to be set at an exact grade and the larger box is one end of the D-zones and that is one of the landing pits for long jump and triple jump. And again, this is – you can see these are perfectly level all the way around, that's one grade everywhere and they have to set these exact so every single one of those pieces of drain is graded exactly right and then the track is graded from that at just 1% side slope. So when we get to the track you will see a perfect banked turn here, but very slight banking to take care of run-off.



This is part of the design – every 15' there is this V drain and you see the coil on the ground – and one vertical there?

They had this ditching machine put the V-drain in and surrounded it with sand. So now we have slot drains that come almost to the surface. So any surface water that lands on the new crowned field will enter these drains and go in to the storm sewer system that we showed you previously.

This is typical of the parallel lines all across the field. And you will see these eventually in the outfield of the baseball diamond as well. This is to really to pick up surface water.





This is today – in all this heat – and I don't know if you can see it – but there's probably an inch of flow in that discharge pipe into the swale that leads off site. So even in the driest of times you have a pretty steady flow of ground water and it is cold. It is cold to the touch. It is interesting but it is continuous and even in almost drought-like conditions.

This is just to show you back in the background – that yellowish-machine – well, the excavator is up on the hillside, there's a dozer in front, but that's the screening system. It separates – it is really neat – it separates the top soil into different sizes and he only picks the finest grade and that is reused on the field.



This is just an in-general what it looks pretty close to today. We are getting ready for pavement in probably in a week. And that would be the asphalt binder on top and that sits for a month before the red 6-lane track comes on.

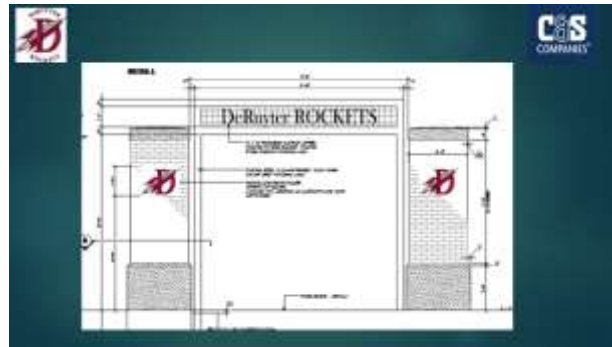
And this is the slab underneath your 208-seat seating – your bleachers. And off to the left is the existing scoreboard for your girls' softball field.





And, this is the entrance – your arch – that’s going to have a big sign on it – and we will show you what that looks like in the next slide. But those are pretty hefty foundations – they are not going to go anywhere.

And of course, the spelling of DeRuyter – the lettering that has changed – this is from the approved plans. This is what you will be seeing eventually when you cross underneath the arch. It is going to be quite a nice site.



This is interesting how they have sand catchers now. When I used to do the long and triple jump, we would hurt ourselves landing in the course sand, but this is really fine sand and I don’t know if it will show you a picture when it is finished, but they have sand catchers, so any spray from the sand lands in the sand catchers – you don’t have to rake, it is quite a neat little system.

There we go – you can see the sand – it is very fine – feel free to come out and grab a handful. It is very much wider than when I was a kid, but it is quite safe. It is a good system.





I just took this today – there is conduit all the way around the outside of the track, so if you ever get into the position where you would have lighting or PA system, you have got the conduit to anything that you need on the field. Or, if you have a timing system you have conduit ready for your use.

This is the last slide, or close. This one is from one of the roof-tops and it is probably a week old. Give it another week, you will see a black band of asphalt all the way around, then 30 days after that you will see that Nagel Seal Coat will come by with the track surface, then you will see striping and it will be beautiful. It is going to be a really nice site.



What I wanna do is just briefly tell you about the Baseball Outfield. I looked at the plans in detail before I came on board and I noted that the existing grade is about 1% across the field, which is what we design to with a new field, and it is not bad. And I understand why Greg from Apple Osborne decided to leave things as they are. But what I suggested was just to add something to help the field drain so you can get on it a little bit sooner after a rain event. That would be to aerate with the deep-tine system. We have a video of how that works, but every 15' across the outfield is going to receive a V-Drain and that was part of the base contract. And that again is surrounded with sand. The deep-tine aeration is, if you have ever seen or played golf, they deep-tine every once in a while to aerate fields and also even greens they do it too. But, this case there is going to be plugs that come out of the ground, and they top-dress it with a mixture of sand and top soil. So they spread the top-dressing and that provides a bed for over-seeding. So you do those 4 or 5 steps, then you irrigate and you can play on a field like that as long as it is irrigated, the next season. So really you are not digging up your whole field, you are not bringing in 2 more feet of fill to grade it better and the change in cost about 1/10th of what was proposed before. But still it is significant. It is about \$26K change order that we just received, but it is better than 10 times that, which was the plan. And I think by doing the deep-tinning, taking some thatch out and doing everything that was suggested in the, in my list initially and then their list that we refined, will make for a better field – more playable field. And, I think that's all I have to say about the field.

(EG) I guess we can open for questions or comments if anyone has anything for us.

(DH) What is the longevity on the fix on the baseball field?

(LD) What happens with that – I think you're going – what happens with the school districts I've work with, one school district will have a deep-tine machine that fits on to a 3-point hitch for a small tractor and they loan it between school districts, so it is probably good idea to either purchase a set, or a used set and share it with other fields. And you do that maybe every other year. It is – it does wonders for the grass growth. But it should be fine for this next season.

(DH) Awesome. And the drainage on the main fields, um what kind of maintenance do we have with that?

(LD) Very little – the sand bed and the V-Trenches, V-Drain is almost to the surface and the field is now crowned and, again because of 2' of fill, you are probably 5' to ground water, so the only impact is now surface water and that flow is herring bone pattern, if you can imagine that across the whole field, so as water drops on it, or as rain falls onto the field, it drains sideways and it gets picked up by multiple sand trenches. So – very little. The only thing that we were concerned about was whether you might get dryness above each of the sand trenches – almost like a leach field of where you would have stripes. So we have addressed that I think and I have asked the landscape architect, Greg, to make sure of that. So his design was modified slightly. But that's the only thing I can think of that would be a problem.

(DH) Awesome – thank you. Any other questions?

(BM) Yeah, on the aeration of the baseball outfield – is there any advantage to pick up the grass clippings? Will that prolong or extend the amount of time that we would have to, or how often we would have to deep-tine aerate it if the grass clippings were picked up and not left on the field to rot? Does it make a difference, is there....

(LD) Good question – it does make a difference. When we were out there, because it was so long to start, I think he went over that 6 times to mow it down to the height it is now, and there is a lot of thatch, I watched him mow and it looked like he was setting up a wake from a boat – that he was throwing it 10'. So it should be de-thatched. You are right – it is too much of it there.

(BM) I just think – is that something we, the District, should be looking into the cost of deep-tine aerating it every couple years vs. equipment to pick that grass up. I don't know the answer to that – I guess that is the reason I asked the question. Is that something we should be looking into?

(LD) I think you are going to have to do both. And, I don't think you would have to do it every season. I was actually going to bring a rake today and just – with a couple of strokes you would get a pile, so either a crew of people raking or a de-thatcher, mechanical de-thatcher would be very helpful.

(DB) Mr. Mierke – I know Kevin is on the call with us. Kevin do you know if the new machine that we had purchased last year has an attachment of a deep-tine?

(LD) We can show you a video of one if....

(KS) Can you hear me?? Hello...

(DB) Kevin?

(KS) Can you hear me

(DB & DH) Yes

(KS) We already have a deep-tine machine. In fact, we do deep-tinning . We have every year since I have been here. We do already hit those fields and aerate them currently. So we already have that piece of equipment – it goes on the back of our tractor on to a 3-point hitch like Lowell had mentioned. The reason the grass is so tall out there right now – originally they did not want us to mow that baseball field or do anything with it – so it got a significant jump on us. And then when they decided – because of the drainage and so forth, now they wanted us to mow it right down to within an inch and a half or two inches to shorten the grass so it is easier for them to put the drainage in – so that is why there is so much grass out there right now. Under normal conditions when we get on it and normally mow it and so forth, we would not have that amount of grass out there.

This year because of the large amount of grass that's out there because we didn't start mowing it until later, yes that will need to be picked up and so forth, like Lowell had mentioned. But in the future I think when we get on it and normally start our mowing and so forth and maintain it, I don't think we will have to pick the grass up, it will not be that amount out there under normal conditions.

(JW) Kevin – I just know years gone by of doing summer baseball and at times of using the field in the summer, I know that sometimes in the summer, the mowing isn't done as quite regular intervals as it is during the school year. Is that something that is going to have be addressed and make sure that it gets done throughout the summer, or is it ok to leave the, let it have a rest at times during the summer?

(KS) No we will be mowing more often and maintaining it the way it should be.

(JW) Ok – great.

(DH) Any other questions guys?

(BM) Yeah – the other question I wanna ask – it sounds like everything is moving forward right as planned. I guess I just wanna ask Ethan if there - is there any schedule issues, lead time issues that we, that the Board needs to be aware of. It is July – things appear to be going very well, but it just, if there are anything we need to address or deal with, that would be nice to know that is all.

(EG) Right – I don't believe there is anything at this time that's really of any concern. I would say Kevin and I met with the installer for the new fuel island this morning. And as long as we can get that work started soon, we should have that done by the end of August. But, that's really the only thing and I wouldn't say that's really much of a concern at this time. I think – I hadn't gotten an accurate time frame from them originally and now we are looking at about a 6-week time frame for installation, so I am working to try to get them in here as soon as I can. But other than that, all of our equipment, I mean our unit ventilators and everything

we had no problem with those. Doors, which are normally a long lead item, we are expecting those to be available next week with installation to follow shortly afterwards for the storage building. Other than that I believe we are in good shape. I haven't been informed of any long lead items that the contractors are having trouble procuring. We haven't had any problems with our asphalt or concrete – I don't foresee any. Does that answer your question, Brad.

(BM) Yeah – it did. I just...you know...was wanting to....it did absolutely. And I just would like to make a comment that it is a very professional-looking job – I mean when I drive by there, things are neat, site fences are taken care of extremely well. It's an extremely nice looking project and I hope you share that with all the contractors because it does go a long way – very professional by all means.

(EG & LD) We agree.

(EG) We agree. We are very, very fortunate with the contractors we've got here.

(JW) Um – for the air conditioning units, I just know the people in the community will ask – there was a thing about specific filters because of COVID – was that something these units needed or was the like for larger commercial buildings.

(EG) That's something that was obviously never included in the original contract documents because I don't think anyone could have seen that coming.

(JW) Right. But I was wondering if that was something.....

(EG) I don't believe that's something that....well, I guess that will be up to the district. David, have you heard anything about those ...obviously these – that's to say, these units don't have anything like that currently, so....but that's maybe something that...I think you are muted, David.

(DB) No, not at this point.

(EG) Right.

(DH) It would probably be throughout the building, not just necessarily the AC units, correct? If there was to be something.

(EG) I would imagine...

(KS) All of the univents have filters in them and we change those quarterly throughout the year because it helps obviously with the air flow and makes the units run more efficient and so on and so forth. Right now they are just current fiberglass filters that we change out and put new ones in, but those specialty filters that Jodi is talking about, those have not been discussed, and to be perfectly honest with you, I don't know if they would make them for such a small unit.

(JW) Right.

(KS) I know they (inaudible) as far as the larger commercial units like at the mall and stuff like that. I'm not sure if something like that would even be available for these small units.

(JW) Right. I didn't know size-wise if they were mandating them for units this small or not, of if they were only for the real large commercial unity.

(KS) I have a meeting with our filter salesman later this week. I will certainly ask her and check with her what they are doing for this COVID-19 filter set-up and if they are offering anything or if they have anything in the works for that or not, just to get an idea what the filter company is doing.

(JW) OK I'm sure somebody is going to make them to , you know, to sell to everybody.

(DB) It is interesting, Jodi because with all of the things we are hearing are coming down the line, we are not hearing anything about filters, but that doesn't mean it's going to be coming soon.

(JW) Right. Because I know, like, they are talking about mandating them for restaurants, and you know, places like that, and bars, and you know gyms, and things like that and that's why I was wondering if they had started to think about schools. OK

(DB) I am writing a note.

(EG) Thank you for that.

(DH) Brad –

(BM) The only other comment I want to make – um – we are well under way in the Capital Improvement Project – quite a ways into it, and I am not hearing anything other than we are within our budget, we...it appears ..from a budget standpoint we are within limits where we wanted to be and I would think at this point in time we would probably be aware if there were any big surprises. I guess my question is, things appear to be moving as planned, if I am understanding it correctly.

(EG) That's correct, yeah, we are We completed the phase of construction which constitutes demolition, which obviously where you run into a lot of your surprises. As well as any possibility of having to mitigate any unsuitable soils out there. Most of our sub-base is laid, our crusher run and structural fill, so there really shouldn't be any large...well shouldn't be....

(LD) We had an allowance for some unsuitable sub-grade material it just was pumping when we proof-rolled it – and that was pulled out but we had an allowance for that in the budget. We did not come close to exceeding. As far as site work is concerned, I don't see, I think it is even. I don't see anything current to cause a problem.

(Several talking at the same time)

(EG) I'm sorry, David?

(DB) I said Jim did you want to update them with anything in regards to the bonding or the finances or what you are seeing right now fiscally.

(JS) So as far as the overall budget, as we have said, we seem to be well within the limit. There are still some allowances that haven't been used that would take care of any contingencies. We just, actually in a couple days, we will receive the funds for the Bond Anticipation Note for the entire \$5,324,000. That came in at 0.62% interest rate for the next year, which net we pay essentially \$30,000 for \$5 million. We will be going to long-term financing next June unless the interest rates are that low again for short term financing because you can do out to 5 years before you go to permanent financing.

(DB) Thank you.

(JW) When we rolled the numbers, what type of percentage rate were we anticipating?

(JS) They were always based on permanent financing in the 4% range. It tends...no one...I don't...there is probably someone who could guess what it is going to be next year. At this point there is no chance of being anywhere close.

(DH) Awesome – any further questions on the capital project? Ok – Mr. Gardner we appreciate you guys' time.

(EG) Of course – thank you for having us.

(LD) Happy to be here. It is going well.

(EG) Come on down and see us sometime.

(DH) We will. Everybody should get down there and see it – it is pretty impressive. Alright – thank you.

(LD) We can check out, I think.

(DH) Thank you guys. Alright – Dr. Brown

B. Ad Hoc Committee – Dr. Brown

(DB) First of all – Kevin if you wanna get going, you can. Kevin stayed – came into the meeting just in case you had any questions for him as it related to the capital project. Thank you Kevin.

I just wanted to update you. We had our first Reopening Task Force meeting today. There was about 24 staff members, administration, community members and Board of Education either zooming in and/or being there in person. And we started to talk about what we are going to do to create a system where children can come to school in September. Our goal is to open these doors in September and invite our beautiful children back. And we are waiting for guidance from the State Education Department and the Governor's office. The rumors are that it is coming next week. The State Education Department and the Board of Regents is meeting next Monday and Tuesday and hopefully they will be able to guide the Governor who

*Ad Hoc
Committee
Update*

supposedly is coming out with his recommendations next Tuesday. That gives me a little hope. We never really know, but I have hope that maybe the Governor is waiting to hear from the Board of regents and State Education Department. We don't really have any confirmation on that.

The 23 members of the DeRuyter Task Force, Reopening Task Force are going to be divided into 5 groups: Transportation/Facilities/Food Service is one group; Social/Emotional Support is the second group; Teaching/Learning is our third group; Large Space Instruction like PE, Music, Library is our fourth group; and Health Procedures is our fifth group – masks, how to take a temperature if needed, social distancing, etc. So we will have much more information for you in the August meeting, I am sure. And as you know, I update you every change I get when I hear anything from the Board of Regents, State Education or the Governor's Office. My hope is that the Governor does not drop another, I'm going to call it "bomb" by saying you need to do something tomorrow as of today. That's been the most frustrating part of this process of not being given time to bring everyone together and be rational and strategic in our plan. So, that is our hope and that's my update with the Ad Hoc committee and Task force.

(DH) Thanks.

(JW) I will catch up with you Dave.

(DH) Say again, Brad.

(BM) We are really not going to know a lot until we see what the Governor puts out there.

(DB) There are many schools who are trying to create 4, 5, 6 different scenarios and want to make sure we brought people together so they knew we were working, but there is no reason to create 6 scenarios when there's going to be one directive. So, we are starting to bring the....we are going to bring these groups together to think about how we do it. There are basically three ideas. One is we open normally with maybe wearing masks and social distancing. Two – there is some hybrid model that some students are here every day, some students are here every other day. And then there's sadly the third model which is we don't come back at all and it is all virtual. We do know those are the three probable scenarios and we are starting to work within those guidelines.

(DH) I happened to witness a day-camp here at one of the schools, and it was pretty amazing watching the kids wrestling and pushing and shoving and grabbing each other in this time when they expect kids to go back to school and be able to social distance they still aren't being able to do it now. It will be entertaining at best. Imagine to see how it all goes down.

(DB) We are also....the Admin. Team meets every day. We are very concerned about parents who don't send their children and the Governor insisting that we still have to educate them. Not home-schooling, but virtual teaching from us. We do not have the staff to do that. So there are a lot of unknowns. And once he can give us this directive, we will be able to really plan, because I think you are right, Mr. Hathaway, we're uncertain how children are going to act and honestly, we are uncertain how some adults are going to react and act. So, we are looking at all of our options.

(DH) Appreciate it.

(DB) Oh – One more, Mr. Hathaway, may I?

(DH) Yes, Sir.

(DB) I wanna thank Madison County – they continue to support us and supply us – we got 500 masks donated today, we got additional thermometers donated today and these plastic sort of face shields I hope we don't ever have to use were also donated today. We live in a great county, our school is in Madison County and they are doing great things. And I will be honest with you, I am not hearing anything out of Onondaga County and I am not hearing anything from Cortland County, but Madison County continues to do great things for us. Thank you.

(DH) Pretty sure we know why.

(Laughter)

(DD) We treat every school the same.

(DH) Alright – Board Comments – Anybody got anything?

IV. Board Comments

(BM) I just want to share with everybody I was at Fowler High School today – a project that we are involved in and Nagel, the same contractor that is going to be putting the rubberized track system down for us, is actually there for the next 2 weeks putting Fowler's new track around their football field and it is quite an impressive operation. Sounds like it is coming real soon to us – maybe in a month or so. But, really, really impressive when you see the turf down, the lines on the field, and the rubberized system on the track is going to really...and I just think by the end of July or sometime in August, we will be seeing the same thing. So I'm really looking forward to it.

*Board
Comments*

(DH) As am I. Ok – Administrative Comments

V. Administrative Comments

(DH) – Nothing? Alright - Hope everybody will continue to enjoy their summer. Alright – then we will move on to action items.

VI. Board Action Items

A. Personnel

1. Appointments

A. Extra-Curricular Appointments

*Board Action
Items*

(DH) I need a motion That the Board, upon the recommendation of the Superintendent of Schools, approve the following 2020-2021 Extra-Curricular Appointments:

RESOLVED, That the Board, upon the recommendation of the Superintendent of Schools, approve the following 2020-2021 Extra-Curricular Appointments:

Freshman Class (Class of 2024) – TBD
Sophomore Class (Class of 2023) – Angela Wood, Amy Denkenberger - \$1,040.00 ea. (Total = \$2,080)
Junior Class (Class of 2022) – Kate Meigs, Cassidy Richardson - \$1352.00 ea. (Total = \$2,704)
Senior Class (Class of 2021) – Shannon Forrest, Amy Prince - \$1,872.00 ea. (Total = \$3,744)
National Honor Society – Anna Jarvis - \$1,365.11
MS/HS Student Council – Shannon Forrest - \$2,777.00
Elementary Student Council – Karen Nieman, Regina Raleigh - \$1,299.98 ea. (Total = \$2,599.96)
Director of Physical Education – Jamie Doolittle - \$1871.84
Yearbook – Donna Barber - \$4,899.44
Musical Director – Lisa Stearns - \$4,899.44
Musical Assistant Director – TBD
Musical Choreographer – Piper Hakes - \$1,082.12
Music Artistic Supervisor – Erin Brown - \$1,082.12
Musical Set Supervisor – Skylar Hakes - \$1,082.12
Musical Technical Supervisor – Zach Miller - \$1,082.12
Musical – Costumes – Shannon Forrest - \$1,171.55
Technology Club – Zach Miller - \$1,350.61
FFA – Bailey Coon, Taylor Bass - \$1,746.84 ea. (Total = \$3,493.68)
SADD – Rachel Hyde - \$214.30
Secondary Health Coordinator – CJ Nye - \$882.93
Volunteer Ski Club – Cassidy Richardson, Pamela Gallerani

*Appointed
2020-2021
Extra-
Curricular
Advisors*

*Note: SADD to
be rescinded
and Ski Club to
be corrected
8/12/20*

Motion: **CARRIED** **1st: Mierke** **2nd: Wiesing**

(DH) All in favor?

Vote: **Yes: 4** **No: 0** **Absent: 1 (Metcalf)**

(DH) Motion passed

B. Fall Coaching Appointments

(DH) I need a motion That the Board, upon the recommendation of the Superintendent of Schools appoint the following 2020-2021 Fall Coaching Appointments:

RESOLVED, That the Board, upon the recommendation of the Superintendent of Schools, approve the following 2020-2021 Fall Coaching Appointments:

Girls' Varsity Soccer – Mike Radziwon - \$3,328.00
Girls' Modified Soccer – Kate Meigs – \$2,101.20
Boys' Varsity Soccer – Matt Skeelee - \$3,553.55
Boys' Modified Soccer – CJ Nye - \$2,521.44
Cross Country – Tom Moade - \$3,245.97

*Appointed
2020-2021
Fall Coaches*

Motion: **CARRIED** **1st: Mierke** **2nd: Degear**

(JW) I have a question – I'm sorry. Who is that Mike person for the Girls Soccer?

(SW) He was the one for the Assistant with Jess last year.

(JW) OK – I didn't recognize the name.

(SW) I think they only call him Coach Mike, or something like that.

(DH) Ok – Anything further? All in favor?

Vote: **Yes: 4** **No: 0** **Absent: 1 (Metcalf)**

(DH) Motion passed

B. Consent Items

(DH) I need a motion That the Board approve/accept the following Consent Items

RESOLVED That the Board approve/accept the following Consent Items:

1. Approve Minutes – 5/12/20 (attached)
2. Accept Claims Auditor Report (attached)
3. Approve Claims Auditor Claim - # 20-012 - \$142.50.00 (attached)
4. Accept Treasurer's Reports as Presented (attached)
5. Approve Budget Transfer in the amount of \$467,208.00 (attached)
6. Approve Change Order # 1, Change Directive AA-1 – Driscoll Masonry (attached)
7. CSE Recommendations (attached)

*Approved/
Accepted
Consent Items*

Motion: **CARRIED** **1st: Mierke** **2nd: Wiesing**

(DH) Any discussions? All in favor?

Vote: **Yes: 4** **No: 0** **Absent: 1 (Metcalf)**

(DH) Motion passed

Our meeting will be August 12, 2020 – same time – that should be a full in-person in the small gym or back in the Library?

(DB) Probably in the Library because of the heat and because there will be air conditioning and we did our meeting today and we did a pretty good job social distancing and with the number of us here I think we will be fine.

(DD) Dr. Brown when is the next meeting of that Ad Hoc Committee.

(DB) We haven't scheduled it yet, we were supposed to do next Thursday, but I found out that a lot of people have golf on Thursday nights, so we need to look at another day.

(DD) Ok

(DB) That's a good point Mr. Degear. We will....you are always welcome to all meetings. I know Jodi is the Board representative, but all Board members are welcome to that and I will continue to communicate when we do things.

(DD) If my past 3 months experience has taught me anything, it is that when the Governor does give these guidelines, it is going to be a lot of work and it's going to be fast and furious and, you know, we should probably as a Board be prepared to act on stuff that we need to.

(DB) Agreed

(DH) Pretty Good at it. Dr. Brown gives us a heads-up and we are pretty good at getting together and get things done.

VII. Executive Session (If Needed)

(DH) Alright no need for Executive Session. Anything further from anyone?

*No Executive
Session*

VIII. Adjournment

(DH) I need a motion that we adjourn.

Adjournment

RESOLVED, That the Regular Meeting of the DeRuyter Central School Board of Education be adjourned at 7:02 p.m.

Motion: **CARRIED** **1st: Wiesing** **2nd: Degear**

(DH) All in favor?

Vote: **Yes: 4** **No: 0** **Absent: 1 (Metcalf)**

(DH) Motion passed

Respectfully Submitted: _____



Sandra Welsh, District Clerk

DeRuyter Central School District
Claims Auditor Report for Board of Education
Month of July 2020

| Write Up | AP/BOE/PR 7/7/2020 | AP 7/14/2020 | 7/21/2020 AP/BOE/PR | 7/28/2020 AP | | | |
|--|-----------------------|-----------------|------------------------|-----------------|--|--|--|
| Total # of Claims Audited/Payroll Checks | 26 | 31 | 31 | 52 | | | |
| Sales Tax | | | | | | | |
| NO PO Created | | | | | | | |
| PO Created after Invoice | | | | | | | |
| Exceeds limit of PO w/o Proper Approvals | | | | | | | |
| Incorrect Time Being Paid | | | | | | | |
| Incorrect Rate Being Paid | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Detail about Write Up

7/7/2020 no issues

7/14/2020 no issues

7/21/2020 no issues

7/28/2020 no issues

Bonnie B. Young
2169 Smith Road
DeRuyter, NY 13052
315-378-9608

CLAIMS AUDITOR CLAIM

21 - 001

~~# 20 - 013~~

PO #
21005-7
Shuler
8/12/20

To: DeRuyter Central School
711 Railroad Street
DeRuyter, NY 13052

| Date | Total Hours | Type of Audit | Rate | Total |
|-----------|-------------|---------------|---------|---------------------|
| 7/7/2020 | 1 | AP/ DOE/PR | \$15/Hr | \$ 15 ⁰⁰ |
| 7/14/2020 | 1 | AP | \$15/Hr | \$ 15 ⁰⁰ |
| 7/21/2020 | 1 | AP/DOE/PR | \$15/Hr | \$ 15 ⁰⁰ |
| 7/28/2020 | 2 | AP | \$15/Hr | \$ 30 ⁰⁰ |
| | | | \$15/Hr | |
| | | | \$15/Hr | |
| | | | \$15/Hr | |

Total this Claim \$ 75⁰⁰ ✓

Bonnie Young
Signature: Claims Auditor

7/28/2020
Date

Katy L. Denckwitz
Signature: District Treasure

7/28/2020
Date

Date of Approval of Board of Education 8-12-2020

District Clerk

[Signature]

Treasurer's Monthly Reporting
For the Period From June 1, 2020 ~ June 30, 2020
General Fund

Total available balance as reported at the end of preceding period.....

\$3,701,885.16

RECEIPTS DURING MONTH

(with breakdown of source including full amount of all short term loans)

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|--|-----------------------|
| | Extra Class sales tax | |
| | Medicaid pymts | |
| | Cortland Co. Rtned School Taxes | \$157,400.93 |
| | BOCES 19-20 PY E-rate | \$5,572.32 |
| | BOCES transportation costs | \$14,020.88 |
| | BOCES 19-20 Aid 2nd pymt | \$146,767.50 |
| | Gen Aid June pymt 4050 205703S | \$169,796.99 |
| | XCOST Aid | \$89,951.15 |
| | VLT/Lottery Aid | |
| | Printing fees from Drama club | \$1,117.96 |
| | Library book fee | \$5.95 |
| | Town fuel pymt | \$381.27 |
| | School Lunch Fed/State Reimbursmnts | \$33,784.00 |
| | Health Ins. Transfer | \$334,409.13 |
| | Total Receipts | \$953,208.08 |
| | Total Receipts, including balance | \$4,655,093.24 |

DISBURSEMENTS MADE DURING MONTH

| | |
|---|-----------------------|
| Transfer S/F \$ to School Lunch | \$33,784.00 |
| Transfer loan to SL | |
| Transfer for Sales Tax | \$32.36 |
| Transferred to Trust Agency for Payroll | \$904,151.41 |
| Transferred to TA for 403B pymts | \$30,158.25 |
| Accounts Payable Checks | \$656,047.91 |
| BANK CHARGE | \$500.00 |
| Lifetime Dental ACH pymts | \$1,715.06 |
| Transfer loan to Federal | \$75,976.28 |
| Transfer to Capital | \$686,804.55 |
| Transfer to Debt Service | \$627,860.60 |
| Bounced Checks | |
| Total Disbursements | \$3,017,028.42 |
| Cash Balance as shown by records | \$1,638,064.82 |

RECONCILIATION WITH BANK STATEMENT

| | |
|--|-----------------------|
| Balance as given on bank statement, end of month..... | \$ 1,785,157.08 |
| Less total of outstanding Checks(see attached list)..... | \$147,092.26 |
| Net Balance in Bank..... | \$1,638,064.82 |
| (should agree with Cash Balance ABOVE unless there are non-deposited funds in treasurer's hands) | |
| Amount of receipts non-deposited (add)..... | \$0.00 |
| Statement of cash on hand (not deposited or transferred at end of period): | |

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|---------------|---------------|
|-------------|---------------|---------------|

| | |
|-----------------|--------|
| Total Cash..... | \$0.00 |
|-----------------|--------|

Total Available Balance

\$1,638,064.82

Received by the Board of Education and entered as a part of the minutes of the Board Meeting held: 8/12/20

[Signature] 8-16-20
Clerk of Board of Education Date

This is certify that the above Cash Balance is in agreement with my bank statement, as reconciled.

Katy Denkenberger 8/6/2020
Treasurer of School District Date

DERUYTER CENTRAL SCHOOL DIST
Bank Reconciliation for period ending on 6/30/2020



Account: General Fund
Cash Account(s): A 200

| | | |
|---|---|--------------|
| Ending Bank Balance: | | 1,785,157.08 |
| Outstanding Checks (See listing below): | - | 147,092.26 |
| Deposits in Transit: | + | 0.00 |
| Other Credits: | + | 0.00 |
| Other Debits: | - | 0.00 |

Adjusted Ending Bank Balance: 1,638,064.82

Cash Account Balance: 1,638,064.82

Outstanding Check Listing

| Check Date | Check Number | Payee | Amount |
|------------|--------------|--|------------|
| 06/20/2017 | 109405 | Shaun Horan | 125.00 |
| 02/11/2020 | 112072 | Eversan Inc. | 186.00 |
| 03/10/2020 | 112137 | Bynoe, Edwin VOID 7/29/2020 | 83.50 |
| 03/17/2020 | 112196 | Zach Miller | 86.59 |
| 06/16/2020 | 112274 | Award Emblem Mfg. Co. Inc. | 236.25 |
| 06/16/2020 | ✓ 112277 | Coon, Greg | 8.00 |
| 06/16/2020 | ✓ 112286 | Instrumentalist Awards LLC | 73.25 |
| 06/16/2020 | ✓ 112292 | NY School Nutritional Assoc. | 72.00 |
| 06/23/2020 | ✓ 112298 | Judy Browngardt | 120.00 |
| 06/23/2020 | ✓ 112299 | Sandra Camelbeck | 120.00 |
| 06/23/2020 | ✓ 112300 | CDW-G | 3,871.00 |
| 06/23/2020 | ✓ 112303 | Drift Inn | 70.00 |
| 06/23/2020 | 112306 | O'Brien, Kim | 2,203.42 |
| 06/23/2020 | 112308 | Kevin Springer | 120.00 |
| 06/23/2020 | ✓ 112311 | Bonnie Ziegler | 120.00 |
| 06/29/2020 | ✓ 112312 | Bert Adams Disposal Inc. | 573.25 |
| 06/29/2020 | ✓ 112313 | Cincinnati Home Center | 338.72 |
| 06/29/2020 | ✓ 112314 | Cortland Flower Shop | 265.00 |
| 06/29/2020 | ✓ 112315 | Cortland Standard | 57.40 |
| 06/29/2020 | ✓ 112316 | Countryside Hardware | 541.78 |
| 06/29/2020 | ✓ 112317 | DCS School Lunch Fund | 107.77 |
| 06/29/2020 | ✓ 112318 | DeRuyter Village | 17,500.00 |
| 06/29/2020 | ✓ 112319 | Empire State Auto Parts | 669.02 |
| 06/29/2020 | ✓ 112320 | Hillyard Inc. | 8,156.46 |
| 06/29/2020 | ✓ 112321 | Maintenance Products and Equipment Co. | 804.50 |
| 06/29/2020 | ✓ 112322 | OCM Boces | 109,612.83 |
| 06/29/2020 | ✓ 112323 | Oran Milling LLC | 600.00 |
| 06/29/2020 | ✓ 112324 | Signage Systems | 130.00 |
| 06/29/2020 | ✓ 112325 | Specialty Trophies & Awards | 155.50 |
| 06/29/2020 | ✓ 112326 | Sweeney's Pest Elimination | 17.00 |
| 06/29/2020 | ✓ 112327 | Unifirst | 68.02 |

DERUYTER CENTRAL SCHOOL DIST
Bank Reconciliation for period ending on 6/30/2020



| Check Date | Check Number | Payee | Amount |
|--------------------------|--------------|-------|------------|
| Outstanding Check Total: | | | 147,092.26 |

Katy L. Decker
Prepared By

Approved By

✓ = cashed as of 8/6/2020

Treasurer's Monthly Reporting
For the Period From May 1, 2020 ~ May 31, 2020
Payroll Account

Total available balance as reported at the end of preceding period..... **\$0.00**

RECEIPTS DURING MONTH

(with breakdown of source including full amount of all short term loans)

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|---|---------------|
| | Interfund Transfer (Net Pay) from Trust Agency to Payroll | \$681,660.39 |

Interest Earned

Total Receipts

\$681,660.39

Total Receipts, including balance

\$681,660.39

DISBURSEMENTS MADE DURING MONTH

Transfer to General for Write off Amt

Transfer to Trust and Agency

Payroll Checks

\$681,660.39

(Total amount of checks issued and debit charges)

\$681,660.39

Cash Balance as shown by records

\$0.00

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month.....

\$30,828.29

Less total of outstanding Checks (see attached list).....

\$29,214.15

Less amount to be transferred back to TA -PR error 12/27

1613.54

Less amount to be corrected by bank for check cashed incorrectly 3/11

\$0.80

Net Balance in Bank.....

\$0.00

(should agree with Cash Balance ABOVE unless there are non-deposited funds in treasurer's hands)

Amount of receipts non-deposited (add).....

\$0.00

TABLE 2 Statement of cash on hand (not deposited at end of period):

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|---------------|---------------|
|-------------|---------------|---------------|

Total Available Balance

\$0.00

Received by the Board of Education and entered as a part of the minutes of the Board Meeting held: 8/12/2020


Clerk of Board of Education

8-6-20
Date

This is certify that the above Cash Balance is in agreement with my bank statement, as reconciled.

Katy Denkenberger

7/22/2020

Treasurer of School District

Date

Treasurer's Monthly Reporting
For the Period From June 1, 2020 - June 30, 2020
Trust Agency Fund

Total available balance as reported at the end of preceding period..... **\$387,426.91**

RECEIPTS DURING MONTH

(with breakdown of source including full amount of all short term loans)

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|---|-----------------------|
| | General, School Lunch, Federal Payroll Coverage - March | \$998,210.83 |
| | Corbra Insurance payments - May | |
| | M. Green Memorial Scholarship | |
| | ConnieSkeele Scholarship | \$170.00 |
| | Grime Scholarship | \$500.00 |
| | Hammond Scholarship | \$500.00 |
| | SWC Scholarship | \$100.00 |
| | Box Tops for Education/LFE | \$157.50 |
| | Dr.Clendenning Scholarship | |
| | Charles Mosley Scholarship | |
| | B.Denk Memorial Fund | \$2,500.00 |
| | Transfer from Gen for 403B pymts | \$30,158.25 |
| | ERS Reimbursement for overpaid contributions | |
| | ERS Reimbursement for incorrect pull | |
| | Total Receipts | \$1,033,294.58 |

Total Receipts, including balance **\$1,420,721.49**

DISBURSEMENTS MADE DURING MONTH

| | |
|---|-----------------------|
| Total Checks | \$971,420.18 |
| 403B ACH pymts | \$30,158.25 |
| Transfer to Flex for 2020 Plans | |
| Transfer to General Fund incorrect payroll transfer | |
| Transfer to Gen for Health Ins. 19-20 | \$334,409.13 |
| (Total amount of checks issued and debit charges) | \$1,335,985.56 |

Cash Balance as shown by records **\$84,735.93**

RECONCILIATION WITH BANK STATEMENT

| | |
|--|-----------------|
| Balance as given on bank statement, end of month..... | \$91,787.81 |
| Less total of outstanding Checks(see attached list)..... | \$8,756.16 |
| Less total of outstanding ACH pymts & transfers(see list below)..... | \$1,605.73 |
| 6/26/2020 ERS payment cleared in July | 1,605.73 |
| Total | 1,605.73 |

Net Balance in Bank..... **\$83,405.72**

(should agree with Cash Balance ABOVE unless there are non-deposited funds in treasurer's hands)

Amount of receipts non-deposited (add)..... **\$1,613.54**

Statement of cash on hand (not deposited or transferred at end of period):

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|-------------------------------|-------------------|
| 2/29/2020 | Payroll error xfer back to TA | \$1,613.54 |
| | Total cash | \$1,613.54 |

Total Available Balance **\$85,019.26**

Received by the Board of Education and entered as a part of the minutes of the Board Meeting held: 8/12/2020


 Clerk of Board of Education

8-6-20
 Date

This is certify that the above Cash Balance is in agreement with my bank statement, as reconciled.


 Treasurer of School District

8/8/2020
 Date

DERUYTER CENTRAL SCHOOL DIST
Bank Reconciliation for period ending on 6/30/2020



Account: Trust and Agency
Cash Account(s): TA 200

| | | |
|---|---|-----------|
| Ending Bank Balance: | | 91,767.61 |
| Outstanding Checks (See listing below): | - | 8,756.16 |
| Deposits in Transit: | + | 0.00 |
| Other Credits: | + | 1,613.54 |
| Other Debits: | - | 1,605.73 |

| | |
|-------------------------------|-----------|
| Adjusted Ending Bank Balance: | 85,019.26 |
| Cash Account Balance: | 84,735.93 |

Outstanding Check Listing

| Check Date | Check Number | Payee | Amount |
|---------------------------------|--------------|--------------------------------|-----------------|
| 06/16/2020 | ✓ 601615 | CSEA, Inc. | 1,037.10 |
| 06/16/2020 | ✓ 601618 | Kyle Barnes | 30.00 |
| 06/16/2020 | ✓ 601621 | Catherine Chapman | 500.00 |
| 06/26/2020 | ✓ 601626 | Cortland County Sheriff's | 63.44 |
| 06/26/2020 | ✓ 601627 | CSEA, Inc. | 1,037.10 |
| 06/26/2020 | ✓ 601628 | Madison Co. Sheriff's Office | 123.15 |
| 06/26/2020 | ✓ 601629 | NYS Child Suppt. Proc Center. | 300.00 |
| 06/26/2020 | ✓ 601630 | NYS Teachers Retirement System | 3,656.00 |
| 06/26/2020 | ✓ 601631 | PEOPLE | 9.37 |
| Outstanding Check Total: | | | 6,756.16 |


 Prepared By

Approved By

✓ = cashed as of 8/6/2020

Treasurer's Monthly Reporting
For the Period from June 1, 2020 ~ June 30, 2020
Extra Curriculum Activity Accounts

Total available balance as reported at the end of preceding period..... **\$63,659.74**

RECEIPTS DURING MONTH

(with breakdown of source including full amount of all short term loans)

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|------------------------|--------------------|
| | BAND | |
| | DRAMA | \$ 209.22 |
| | Elem Student Council | |
| | FFA Club | \$ 2,231.84 |
| | National Honor Society | \$ 22.80 |
| | Student Council | \$ 107.85 |
| | Yearbook | \$ 1,539.46 |
| | Class of 2018 | |
| | Class of 2019 | |
| | Class of 2020 | |
| | Class of 2021 | |
| | Class of 2022 | |
| | Class of 2023 | |
| | Class of 2024 | \$ 150.00 |
| | SADD | |
| | Bounced Checks (2) | |
| | Interest Earned | |
| | Total Receipts | \$ 4,261.17 |

Total Receipts, including balance

\$67,920.91

\$67,920.91

DISBURSEMENTS MADE DURING MONTH

| | |
|---|--------------------|
| AP Checks | \$17,409.68 |
| JE expense from Band | |
| Transfer to TA | |
| (Total amount of checks issued and debit charges) | \$17,409.68 |

Cash Balance as shown by records

\$50,511.23

RECONCILIATION WITH BANK STATEMENT

| | |
|--|-------------|
| Balance as given on bank statement, end of month..... | \$55,898.30 |
| Less total of outstanding Checks (see attached list)..... | \$5,392.47 |
| Net Balance in Bank..... | \$50,505.83 |
| (should agree with Cash Balance ABOVE unless there are non-deposited funds in treasurer's hands) | |
| Amount of receipts non-deposited (add)..... | \$5.40 |

Statement of cash on hand (not deposited at end of period):

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|-----------------------------------|---------------|
| 2/28/2017 | Check Cashed Incorrectly | \$0.02 |
| 3/31/2018 | TA payback OT for incorrect check | \$5.38 |
| | Total Cash | \$5.40 |

Total Available Balance

\$50,511.23

Received by the Board of Education and entered as a part of the minutes of the Board Meeting held: 8/12/20


 Clerk of Board of Education

8-16-2020
 Date

This is certify that the above Cash Balance is in agreement with my bank statement, as reconciled.


 Treasurer of School District

7/20/2020
 Date

DERUYTER CENTRAL SCHOOL DIST
Bank Reconciliation for period ending on 6/30/2020



Account: Extra Curricular
Cash Account(s): OT 200

| | | |
|---|---|-----------|
| Ending Bank Balance: | | 55,898.30 |
| Outstanding Checks (See listing below): | - | 5,392.47 |
| Deposits in Transit: | + | 0.00 |
| Other Credits: | + | 5.40 |
| Other Debits: | - | 0.00 |

| | |
|-------------------------------|-----------|
| Adjusted Ending Bank Balance: | 50,511.23 |
| Cash Account Balance: | 0.00 |

Outstanding Check Listing

| Check Date | Check Number | Payee | Amount |
|------------|--------------|--------------------|--------|
| 06/12/2018 | 5937 | LaClair, Kaylee | 30.00 |
| 06/30/2018 | 5948 | Ladd, Linda | 52.24 |
| 02/26/2020 | 6183 | Jessica Vadala | 95.52 |
| 05/19/2020 | 6232 | Carol Buchovecky | 80.00 |
| 05/19/2020 | ✓ 6237 | Jessica Degear | 40.00 |
| 05/19/2020 | ✓ 6242 | Lynniece Farenga | 40.00 |
| 05/19/2020 | ✓ 6244 | Angela Hathaway | 40.00 |
| 05/19/2020 | 6249 | Laclair, Tina | 40.00 |
| 05/19/2020 | ✓ 6253 | Aleisha M. Pforter | 40.00 |
| 05/19/2020 | ✓ 6255 | Cassidy Richardson | 40.00 |
| 06/04/2020 | 6273 | Wesley Breed | 250.00 |
| 06/04/2020 | ✓ 6278 | Catherine Chapman | 250.00 |
| 06/04/2020 | 6287 | Anthony Hatto | 250.00 |
| 06/16/2020 | ✓ 6303 | Jerri Barnes | 100.98 |
| 06/16/2020 | 6308 | Jennifer Brown | 100.98 |
| 06/16/2020 | 6309 | Celeste Buchovecky | 46.44 |
| 06/16/2020 | ✓ 6312 | Rod Chapman | 72.54 |
| 06/16/2020 | 6320 | Anthony Hatto | 250.00 |
| 06/16/2020 | 6328 | Linda Lidell | 46.44 |
| 06/16/2020 | ✓ 6329 | Gary Marsh | 46.44 |
| 06/16/2020 | ✓ 6330 | Roselea Marsh | 250.00 |
| 06/16/2020 | 6336 | Amata Rounsaville | 100.98 |
| 06/16/2020 | ✓ 6339 | Terri Way | 46.44 |
| 06/29/2020 | ✓ 6340 | Kyle Barnes | 100.00 |
| 06/29/2020 | ✓ 6341 | Dana Bragg | 75.00 |
| 06/29/2020 | ✓ 6342 | Dale & Ronda Breed | 75.00 |
| 06/29/2020 | 6343 | Diana Breed | 75.00 |
| 06/29/2020 | 6344 | Heather Browngardt | 75.00 |
| 06/29/2020 | 6345 | Celeste Buchovecky | 75.00 |
| 06/29/2020 | ✓ 6346 | Eugene Burrows | 100.00 |
| 06/29/2020 | ✓ 6347 | Heather Darrow | 75.00 |
| 06/29/2020 | ✓ 6348 | DCS General Fund | 441.97 |
| 06/29/2020 | 6349 | DCS Yearbook | 35.00 |
| 06/29/2020 | ✓ 6350 | Amanda Frink | 75.00 |

DERUYTER CENTRAL SCHOOL DIST

Bank Reconciliation for period ending on 6/30/2020



| Check Date | Check Number | Payee | Amount |
|------------|--------------|---------------------------|--------|
| 06/29/2020 | ✓ 6351 | Graphtex | 538.00 |
| 06/29/2020 | ✓ 6352 | Tammy Hillman | 75.00 |
| 06/29/2020 | ✓ 6353 | Rebecca Hyde | 75.00 |
| 06/29/2020 | 6354 | Bobbi Lawrence | 75.00 |
| 06/29/2020 | ✓ 6355 | Laura Maroney | 75.00 |
| 06/29/2020 | 6356 | Alan Marshall | 75.00 |
| 06/29/2020 | ✓ 6357 | Stephen Marshall | 75.00 |
| 06/29/2020 | ✓ 6358 | National FFA Organization | 520.50 |
| 06/29/2020 | ✓ 6359 | Aleisha M. Pforter | 75.00 |
| 06/29/2020 | ✓ 6360 | Amy Randall | 75.00 |
| 06/29/2020 | 6361 | Sunshine Shelby | 75.00 |
| 06/29/2020 | ✓ 6362 | Koutney Stockton | 75.00 |
| 06/29/2020 | ✓ 6363 | Alyse Yackel | 75.00 |

Outstanding Check Total: 5,392.47

Prepared By

Approved By

✓ - cashed as of 8/6/2020

DERUYTER CENTRAL SCHOOL DIST**TRIAL BALANCE - FUND: OT Extra Curricular June 1, 2020 - June 30, 2020**

| ACCOUNT | ACCOUNT_NAME | DEBITS (Beg Balance) | CREDITS | Revenue | Expenses | Total |
|----------------|-----------------------------|-----------------------------|----------------|--------------------|---------------------|---------------------|
| OT200DRMA | Cash-Drama | \$ 8,804.71 | \$0.00 | \$ 209.22 | \$ 1,536.29 | \$ 7,477.64 |
| OT200ESCO | Cash-Elem Student Council | \$ 791.19 | \$0.00 | \$ - | \$ - | \$ 791.19 |
| OT200FFAC | Cash-FFA Club | \$ 8,111.60 | \$0.00 | \$ 2,231.84 | \$ 1,364.48 | \$ 8,978.96 |
| OT200NAHS | Cash-National Honor Society | \$ 955.85 | \$0.00 | \$ 22.80 | \$ - | \$ 978.65 |
| OT200STCO | Cash-Student Council | \$ 3,145.94 | \$0.00 | \$ 107.85 | \$ 177.63 | \$ 3,076.16 |
| OT200YRBK | Cash-Yearbook | \$ 4,875.48 | \$0.00 | \$ 1,539.46 | \$ - | \$ 6,414.94 |
| OT200CL19 | Cash- Class 2019 | \$ (0.01) | \$0.00 | \$ - | \$ - | \$ (0.01) |
| OT200CL20 | Cash-Class 2020 | \$ 18,438.24 | \$0.00 | \$ - | \$ 12,716.94 | \$ 5,721.30 |
| OT200CL21 | Cash- Class 2021 | \$ 8,684.20 | \$0.00 | \$ - | \$ 264.34 | \$ 8,419.86 |
| OT200CL22 | Cash-Class 2022 | \$ 4,423.85 | \$0.00 | \$ - | \$ - | \$ 4,423.85 |
| OT200CL23 | Cash-Class 2023 | \$ 1,267.00 | \$0.00 | \$ - | \$ - | \$ 1,267.00 |
| OT200CL24 | Cash-Class 2024 | \$ 3,590.15 | \$0.00 | \$ 150.00 | \$ 1,350.00 | \$ 2,390.15 |
| OT200SADD | Cash- SADD | \$ 571.54 | \$0.00 | \$ - | \$ - | \$ 571.54 |
| | | \$63,659.74 | | \$ 4,261.17 | \$ 17,409.68 | \$ 50,511.23 |

Treasurer's Monthly Reporting
For the Period From June 1, 2020 ~ June 30, 2020
Capital Checking

Total available balance as reported at the end of preceding period..... **\$331,354.83**

RECEIPTS DURING MONTH

(with breakdown of source including full amount of all short term loans)

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|--|---------------|
| | BAN | |
| | RAN | |
| | General Fund Transfer for Capital Outlay | \$100,000.00 |
| | General Fund Transfer towards bus | \$200,000.00 |
| | General Fund loan until rcv full BAN | \$686,804.55 |

| | |
|-----------------------|---------------------|
| Interest Earned | \$0.00 |
| Total Receipts | \$986,804.55 |

Total Receipts, including balance **\$1,318,159.38**

DISBURSEMENTS MADE DURING MONTH

| | |
|---|-----------------------|
| Accounts Payable Checks | \$1,318,159.38 |
| Transfer To Debt Service | |
| Transfer to General | |
| Transfer to Federal acct | |
| (Total amount of checks issued and debit charges) | \$1,318,159.38 |

Cash Balance as shown by records **\$0.00**

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month..... **\$1,167,513.62**

Less total of outstanding Checks (see attached list)..... **\$1,167,513.62**
(see list on reverse side of report)

Net Balance in Bank..... **\$0.00**

(should agree with Cash Balance ABOVE unless there are non-deposited funds in treasurer's hands)

Amount of receipts non-deposited (add)..... **\$0.00**

Statement of cash on hand (not deposited at end of period):

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|---------------|---------------|
|-------------|---------------|---------------|

| | |
|-------------------|---------------|
| Total Cash | \$0.00 |
|-------------------|---------------|

Total Available Balance **\$0.00**

Received by the Board of Education and entered as a part of the minutes of the Board Meeting held: 8/12/20

 8-6-2020
Clerk of Board of Education Date

This is certify that the above Cash Balance is in agreement with my bank statement, as reconciled.

Katy Denkenberger 7/21/2020
Treasurer of School District Date

DERUYTER CENTRAL SCHOOL DIST
Bank Reconciliation for period ending on 6/30/2020



Account: Capital Fund
Cash Account(s): H 200

| | | |
|---|---|--------------|
| Ending Bank Balance: | | 1,167,513.62 |
| Outstanding Checks (See listing below): | - | 1,167,513.62 |
| Deposits in Transit: | + | 0.00 |
| Other Credits: | + | 0.00 |
| Other Debits: | - | 0.00 |

| | |
|-------------------------------|------|
| Adjusted Ending Bank Balance: | 0.00 |
| Cash Account Balance: | 0.00 |

Outstanding Check Listing

| Check Date | Check Number | Payee | Amount |
|---------------------------------|--------------|-----------------------------|---------------------|
| 04/28/2020 | ✓ 300227 | March Associates | 20,313.20 |
| 06/30/2020 | ✓ 300234 | Diekow Electric, Inc. | 11,112.10 |
| 06/30/2020 | ✓ 300235 | DW & Crew Mechanicals, Inc. | 126,706.25 |
| 06/30/2020 | ✓ 300236 | Murphy Excavating corp. | 1,007,641.25 |
| 06/30/2020 | ✓ 300237 | Plan & Print Systems, Inc. | 21.32 |
| 06/30/2020 | ✓ 300238 | Turner Engineering, PC | 1,719.50 |
| Outstanding Check Total: | | | 1,167,513.62 |


Prepared By

Approved By

✓ = cashed as of 7/31/2020

Treasurer's Monthly Reporting
For the Period From June 1, 2020 ~ June 30, 2020
Federal Fund ~ Special Aid

Total available balance as reported at the end of preceding period..... **\$2,244.92**

RECEIPTS DURING MONTH

(with breakdown of source including full amount of all short term loans)

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|--|--------------------|
| | IDEA 611 | |
| | IDEA 619 | |
| | TITLE IIA | |
| | TITLE I | |
| | Tuition for PreK | |
| | School Yard Sugaring/Crittell/Locke | |
| | SUM SCH | |
| | Cornell University Grant /T.Bass | |
| | Ag Literacy Grant | |
| | Special Aid funds Transferred from Gen | |
| | Pre K Funds | |
| | Loan from General | \$75,976.28 |
| | Total Receipts | \$75,976.28 |

Total Receipts, including balance

\$78,221.20

DISBURSEMENTS MADE DURING MONTH

| | |
|---|--------------------|
| Moved Race to the Top \$ | |
| Transfers to TA for PR | \$ 75,976.28 |
| Accounts Payable Checks | \$523.07 |
| (Total amount of checks issued and debit charges) | \$76,499.35 |

Cash Balance as shown by records

\$1,721.85

RECONCILIATION WITH BANK STATEMENT

| | |
|--|------------|
| Balance as given on bank statement, end of month..... | \$1,746.85 |
| Less total of outstanding Checks (see attached list)..... | \$25.00 |
| Net Balance in Bank..... | \$1,721.85 |
| (should agree with Cash Balance ABOVE unless there are non-deposited funds in treasurer's hands) | |
| Amount of receipts non-deposited (add)..... | \$0.00 |
| Statement of cash on hand (not deposited at end of period): | |

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|---------------|---------------|
|-------------|---------------|---------------|

| | |
|------------|--------|
| Total Cash | \$0.00 |
|------------|--------|

Total Available Balance

\$1,721.85

Received by the Board of Education and entered as a part of the minutes of the Board Meeting held: 8/12/20


 Clerk of Board of Education

8-6-2020
 Date

This is certify that the above Cash Balance is in agreement with my bank statement, as reconciled.

Katy Denkenberger
 Treasurer of School District

7/21/2020
 Date

DERUYTER CENTRAL SCHOOL DIST
Bank Reconciliation for period ending on 6/30/2020



Account: Special Aid Fund
Cash Account(s): F 200

| | | |
|---|---|----------|
| Ending Bank Balance: | | 1,746.85 |
| Outstanding Checks (See listing below): | - | 25.00 |
| Deposits in Transit: | + | 0.00 |
| Other Credits: | + | 0.00 |
| Other Debits: | - | 0.00 |

| | |
|-------------------------------|----------|
| Adjusted Ending Bank Balance: | 1,721.85 |
| Cash Account Balance: | 1,721.85 |

Outstanding Check Listing

| Check Date | Check Number | Payee | Amount |
|--------------------------|--------------|-------------|--------|
| 06/29/2020 | ✓ 500120 | Taylor Bass | 25.00 |
| Outstanding Check Total: | | | 25.00 |


Prepared By

Approved By

✓ = cashed as of 7/31/2020

Treasurer's Monthly Reporting
For the Period From June 01, 2020 ~ June 30, 2020
School Lunch Fund "C"

Total available balance as reported at the end of preceding period..... **\$37,597.19**

RECEIPTS DURING MONTH

(with breakdown of source including full amount of all short term loans)

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|--|--------------------|
| | Breakfast/Lunch Program | \$0.00 |
| | Catering | \$0.00 |
| | online Sales | \$0.00 |
| | NYS/FED Deposit for May | \$33,784.00 |
| | Petty Cash Return | |
| | Transfer from Gen to Cafeteria for sales tax payment | \$32.36 |
| | Vendor Credits/Refunds | |
| | unpaid lunch money | |
| | payment for negative balances | |
| | Loan from General | |
| | Retrun of Register Petty Cash | |
| | Total Receipts | \$33,816.36 |

Total Receipts, Including balance **\$71,413.55**

DISBURSEMENTS MADE DURING MONTH

Transfer Credit to General

| | |
|---|--------------------|
| Sales Tax auto pymt | \$33.44 |
| Accounts Payable Checks | \$10,205.05 |
| Payroll | \$19,083.14 |
| (Total amount of checks issued and debit charges) | \$29,321.63 |

Cash Balance as shown by records **\$42,091.92**

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month..... **\$43,702.21**

Less total of outstanding Checks (see attached list)..... **\$1,610.29**

Net Balance in Bank..... **\$42,091.92**

(should agree with Cash Balance ABOVE unless there are non-deposited funds in treasurer's hands)

Amount of receipts non-deposited (add)..... **\$0.00**

Statement of cash on hand (not deposited at end of period):

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|---------------|---------------|
|-------------|---------------|---------------|

| | |
|-------------------|---------------|
| Total Cash | \$0.00 |
|-------------------|---------------|

Total Available Balance **\$42,091.92**

Received by the Board of Education and entered as a part of the minutes of the Board Meeting held: 8/12/20



Clerk of Board of Education

8-6-2020

Date

This is certify that the above Cash Balance is In agreement with my bank statement, as reconciled.

Katy Denkenberger

Treasurer of School District

Date 7/17/2020

DERUYTER CENTRAL SCHOOL DIST
Bank Reconciliation for period ending on 6/30/2020



Account: School Lunch Fund
Cash Account(s): C 200

| | | |
|---|---|-----------|
| Ending Bank Balance: | | 43,702.21 |
| Outstanding Checks (See listing below): | - | 1,610.29 |
| Deposits in Transit: | + | 0.00 |
| Other Credits: | + | 0.00 |
| Other Debits: | - | 0.00 |

| | |
|-------------------------------|-----------|
| Adjusted Ending Bank Balance: | 42,091.92 |
| Cash Account Balance: | 42,091.92 |

Outstanding Check Listing

| Check Date | Check Number | Payee | Amount |
|--------------------------|--------------|--------------------------|----------|
| 05/26/2020 | ✓ 201507 | DCS Cafeteria Petty Cash | 99.24 |
| 06/29/2020 | ✓ 201518 | Bill Bros. Dairy | 666.68 |
| 06/29/2020 | ✓ 201519 | OCM Boces | 808.10 |
| 06/29/2020 | 201520 | Scutt, Brenda S. | 36.27 |
| Outstanding Check Total: | | | 1,610.29 |

Prepared By

Approved By

✓ = cashed as of 7/31/2020

Treasurer's Monthly Reporting
For the Period From June 1, 2020 - June 30, 2020
Debt Service

Total available balance as reported at the end of preceding period..... **\$0.00**

RECEIPTS DURING MONTH

(with breakdown of source including full amount of all short term loans)

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|------------------|---------------|
| | BAN | |
| | General Transfer | \$327,860.60 |

| | |
|-----------------------|---------------------|
| Interest Earned | \$0.00 |
| Total Receipts | \$327,860.60 |

Total Receipts, including balance **\$327,860.60**

DISBURSEMENTS MADE DURING MONTH

| | |
|---|---------------------|
| Key Govt Finance Pymt | |
| NBT BOND Pymt | \$310,610.00 |
| Energy Performance payments | \$17,250.60 |
| ERS Annual Invoice wire pymt | |
| (Total amount of checks issued and debit charges) | \$327,860.60 |

Cash Balance as shown by records **\$0.00**

RECONCILIATION WITH BANK STATEMENT

| | |
|--|--------|
| Balance as given on bank statement, end of month..... | \$0.00 |
| Less total of outstanding Checks (see attached)..... | \$0.00 |
| Net Balance in Bank..... | \$0.00 |
| (should agree with Cash Balance ABOVE unless there are non-deposited funds in treasurer's hands) | |
| Amount of receipts non-deposited (add)..... | \$0.00 |
| Statement of cash on hand (not deposited at end of period): | |

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|---------------|---------------|
|-------------|---------------|---------------|

| | |
|-------------------|---------------|
| Total Cash | \$0.00 |
|-------------------|---------------|

Total Available Balance **\$0.00**

Received by the Board of Education and entered as a part of the minutes of the Board Meeting held: 8/12/20


 Clerk of Board of Education

8-16-2020
 Date

This is certify that the above Cash Balance is in agreement with my bank statment, as reconciled.


 Treasurer of School District

7/22/2020
 Date

DERUYTER CENTRAL SCHOOL DIST
Bank Reconciliation for period ending on 6/30/2020



Account: Debt Service Account
Cash Account(s): V 201

| | | |
|---|---|------|
| Ending Bank Balance: | | 0.00 |
| Outstanding Checks (See listing below): | - | 0.00 |
| Deposits in Transit: | + | 0.00 |
| Other Credits: | + | 0.00 |
| Other Debits: | - | 0.00 |

| | |
|-------------------------------|------|
| Adjusted Ending Bank Balance: | 0.00 |
| Cash Account Balance: | 0.00 |

Outstanding Check Listing

| Check Date | Check Number | Payee | Amount |
|------------|--------------|-------|--------|
|------------|--------------|-------|--------|

| | | | |
|---------------------------------|--|--|------|
| Outstanding Check Total: | | | 0.00 |
|---------------------------------|--|--|------|


Prepared By

Approved By

Treasurer's Monthly Reporting
For the Period From June 1, 2020 ~ June 30, 2020
Flex Spending Account

Total available balance as reported at the end of preceding period..... **\$27,291.22**

RECEIPTS DURING MONTH

(with breakdown of source including full amount of all short term loans)

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|-----------------------------------|---------------|
| | Enrollment Amounts for 2020 plans | |
| | Lifetime Reimbursement Repayment | |

Interest Earned \$0.00

Total Receipts \$0.00

Total Receipts, including balance **\$27,291.22**

DISBURSEMENTS MADE DURING MONTH

Total ACH pymts \$1,417.09

(Total amount of checks issued and debit charges) **\$1,417.09**

Cash Balance as shown by records **\$25,874.13**

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month..... \$25,874.13

Less total of outstanding Checks/Transfers..... \$0.00

List of Outstanding Checks/Transfers

| <u>Check #</u> | <u>Amount</u> |
|----------------|---------------|
|----------------|---------------|

Net Balance in Bank..... \$25,874.13

(should agree with Cash Balance ABOVE unless there are non-deposited funds in treasurer's hands)

Amount of receipts non-deposited (add)..... \$0.00

Statement of cash on hand (not deposited at end of period):

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|---------------|---------------|
|-------------|---------------|---------------|

Total Available Balance **\$25,874.13**

Received by the Board of Education and entered as a part of the minutes of the Board Meeting held: 8/12/20

 8-6-2020
Clerk of Board of Education Date

This is certify that the above Cash Balance is in agreement with my bank statement, as reconciled.

Katy Denkenberger

7/22/2020

Treasurer of School District

DERUYTER CENTRAL SCHOOL DIST
Bank Reconciliation for period ending on 6/30/2020



Account: Flex Spending
Cash Account(s): TA 20001

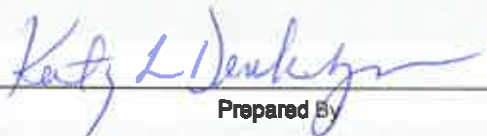
| | | |
|---|---|-----------|
| Ending Bank Balance: | | 25,874.13 |
| Outstanding Checks (See listing below): | - | 0.00 |
| Deposits in Transit: | + | 0.00 |
| Other Credits: | + | 0.00 |
| Other Debits: | - | 0.00 |

| | |
|-------------------------------|-----------|
| Adjusted Ending Bank Balance: | 25,874.13 |
| Cash Account Balance: | 25,874.13 |

Outstanding Check Listing

| Check Date | Check Number | Payee | Amount |
|------------|--------------|-------|--------|
|------------|--------------|-------|--------|

| | |
|--------------------------|------|
| Outstanding Check Total: | 0.00 |
|--------------------------|------|


Prepared By

Approved By

Treasurer's Monthly Reporting
For the Period From June 1, 2020 ~ June 30, 2020
TE Account NON Expendable Accounts

Total available balance as reported at the end of preceding period..... **\$1,032.25**

RECEIPTS DURING MONTH

(with breakdown of source including full amount of all short term loans)

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|------------------|---------------|
| | Interest Earned: | |
| | Moore | |

| | |
|-----------------------|---------------|
| Interest Earned | |
| Total Receipts | \$0.00 |

| | |
|-----------------------------------|-------------------|
| Total Receipts, including balance | \$1,032.25 |
|-----------------------------------|-------------------|

DISBURSEMENTS MADE DURING MONTH

| | |
|--------------|-----------------|
| Total checks | \$200.00 |
|--------------|-----------------|

| | |
|---|-----------------|
| (Total amount of checks issued and debit charges) | \$200.00 |
|---|-----------------|

| | |
|---|-----------------|
| Cash Balance as shown by records | \$832.25 |
|---|-----------------|

RECONCILIATION WITH BANK STATEMENT

| | | |
|---|----|--------|
| Balance as given on bank statement, end of month..... | \$ | 832.25 |
|---|----|--------|

| | | |
|--|--|------|
| Less total of outstanding Checks (see attached)..... | | 0.00 |
|--|--|------|

| | | |
|--------------------------|----|--------|
| Net Balance in Bank..... | \$ | 832.25 |
|--------------------------|----|--------|

(should agree with Cash Balance ABOVE unless there are non-deposited funds in treasurer's hands)

| | | |
|---|----|--|
| Amount of receipts non-deposited (add)..... | \$ | |
|---|----|--|

Statement of cash on hand (not deposited at end of period):

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|---------------|---------------|
|-------------|---------------|---------------|

| | |
|-------------------|---------------|
| Total Cash | \$0.00 |
|-------------------|---------------|

| | |
|--------------------------------|-----------------|
| Total Available Balance | \$832.25 |
|--------------------------------|-----------------|

Received by the Board of Education and entered as a part of the minutes of the Board Meeting held: 8/12/20

| | |
|--|---|
|  |  |
| Clerk of Board of Education | Date |

This is certify that the above Cash Balance is in agreement with my bank statement, as reconciled.

| | |
|------------------------------|-----------|
| Katy Denkenberger | 7/22/2020 |
| Treasurer of School District | Date |



Account: Joan Moore Memorial
Cash Account(s): TE 20091

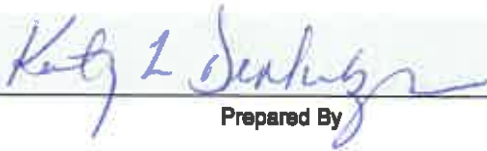
| | | |
|---|---|--------|
| Ending Bank Balance: | | 832.25 |
| Outstanding Checks (See listing below): | - | 0.00 |
| Deposits In Transit: | + | 0.00 |
| Other Credits: | + | 0.00 |
| Other Debits: | - | 0.00 |

| | |
|-------------------------------|--------|
| Adjusted Ending Bank Balance: | 832.25 |
| Cash Account Balance: | 832.25 |

Outstanding Check Listing

| Check Date | Check Number | Payee | Amount |
|------------|--------------|-------|--------|
|------------|--------------|-------|--------|

| | |
|--------------------------|------|
| Outstanding Check Total: | 0.00 |
|--------------------------|------|


Prepared By

Approved By

**Treasurer's Monthly Reporting
For the Period Ending June 30, 2020
Risk Retention**

Total available balance as reported at the end of preceding period..... **\$28,462.95**

RECEIPTS DURING MONTH

(with breakdown of source including full amount of all short term loans)

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|-----------------------|---------------|
| | Interest Earned | \$0.00 |
| | Total Receipts | \$0.00 |

Total Receipts, including balance **\$28,462.95**

DISBURSEMENTS MADE DURING MONTH

Total Checks

(Total amount of checks issued and debit charges) **\$0.00**

Cash Balance as shown by records **\$28,462.95**

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month..... **\$28,462.95**

Less total of outstanding Checks(see attached)..... **\$0.00**

Net Balance in Bank..... **\$28,462.95**

(should agree with Cash Balance ABOVE unless there are non-deposited funds in treasurer's hands)

*Amount of receipts non-deposited (add)..... **\$0.00**

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|---------------|---------------|
|-------------|---------------|---------------|

Total: 0.00

Total Available Balance **\$28,462.95**

Received by the Board of Education and entered as a part of the minutes of the Board Meeting held: 8/12/2020

 8-6-2020
Clerk of Board of Education Date

This is certify that the above Cash Balance is in agreement with my bank statement, as reconciled.

Katy Denkenberger 7/22/2020
Treasurer of School District Date

**Treasurer's Monthly Reporting
For the Period Ending June 30, 2020
Reserve for Repairs**

Total available balance as reported at the end of preceding period..... **\$69,689.17**

RECEIPTS DURING MONTH

(with breakdown of source including full amount of all short term loans)

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|-----------------------|---------------|
| | Interest Earned | \$0.00 |
| | Total Receipts | \$0.00 |

Total Receipts, including balance

\$69,689.17

DISBURSEMENTS MADE DURING MONTH

Total Checks

(Total amount of checks issued and debit charges) **\$0.00**

Cash Balance as shown by records

\$69,689.17

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month..... **\$69,689.17**

Less total of outstanding Checks (see attached)..... **\$0.00**

Net Balance in Bank..... **\$69,689.17**

(should agree with Cash Balance ABOVE unless there are non-deposited funds in treasurer's hands)

Amount of receipts non-deposited (add)..... **\$0.00**

Statement of cash on hand (not deposited at end of period):

| <u>Date</u> | <u>Source</u> | <u>Amount</u> |
|-------------|---------------|---------------|
|-------------|---------------|---------------|

Total Cash

\$0.00

Total Available Balance

\$69,689.17

Received by the Board of Education and entered as a part of the minutes of the Board Meeting held: 8/12/2020

 8-10-2020
Clerk of Board of Education Date

This is certify that the above Cash Balance is in agreement with my bank statement, as reconciled.


Treasurer of School District Date 7/22/2020

Items for Board Action
Financial

3. Upon motion made by _____ and seconded by _____, the following resolution was adopted:

Whereas the Board of Education of DeRuyter Central School authorizes that a sum of \$4,177,211.00 be raised in Real Property Taxes for the School Tax Levy.

THEREFORE, BE IT RESOLVED, That the Board of Education fix the equalized tax rates by town and confirm the extension of the taxes as they appear on the following described tax rolls:

| Town | Total Assessed Value (School Taxable) | Equalization Rate | True Value | Percent of Levy | 2020-21 School Tax Levy | 2020-21 Tax Rate per \$1,000 of Assessed |
|------------|--|----------------------|-----------------------|--------------------|-------------------------------|---|
| Lincklaen | \$ 9,786,412 | 54.00% | \$ 18,122,985 | 7.080% | \$ 295,751.56 | 30.220632 |
| Otselic | \$ 345,659 | 37.50% | \$ 921,757 | 0.360% | \$ 15,042.29 | 43.517715 |
| Cuyler | \$ 41,196,350 | 94.00% | \$ 43,825,904 | 17.121% | \$ 715,201.14 | 17.360789 |
| Cazenovia | \$ 186,423 | 99.00% | \$ 188,306 | 0.074% | \$ 3,072.99 | 16.483964 |
| DeRuyter | \$ 111,804,728 | 83.00% | \$ 134,704,492 | 52.625% | \$ 2,198,261.69 | 19.661617 |
| Georgetown | \$ 44,946,528 | 85.00% | \$ 52,878,268 | 20.658% | \$ 862,927.95 | 19.198990 |
| Nelson | \$ 1,444,647 | 92.00% | \$ 1,570,268 | 0.613% | \$ 25,625.43 | 17.738195 |
| Fabius | \$ 3,344,653 | 89.00% | \$ 3,758,037 | 1.468% | \$ 61,327.94 | 18.336114 |
| | | | | | \$ 4,177,210.99 | <u>Check Total Tx Lev</u> \$ (0.01) |
| TOTAL | <u>\$ 213,055,400</u> | | <u>\$ 255,970,018</u> | <u>100.00%</u> | <u>\$4,177,211.00</u> | |

AND BE IT HEREBY DIRECTED THAT the Tax Warrant of the Board duly signed shall be affixed to the above described tax rolls authorizing the collection of said taxes to begin September 1, 2020 and end October 30, 2020 giving the tax warrant an effective period of 60 days at the expiration of which time the Tax Collector shall make an accounting in writing to the Board of Education:

AND IT IS FURTHER DIRECTED that the delinquent tax penalties shall be fixed as follows:

1st 30 days- free period
2nd 30 days - 2% penalty added

The above resolution was adopted on the 12th day of August, 2020 at _____ p.m. with _____ members voting YES and _____ voting NO.

SIGNATURES OF TRUSTEES

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | |

Items for Board Action
Financial

3. Upon motion made by _____ and seconded by _____, the following resolution was adopted:

Whereas the Board of Education of DeRuyter Central School authorizes that a sum of \$40,117 be raised in Real Property Taxes for the DeRuyter Free Library.

THEREFORE, BE IT RESOLVED, That the Board of Education fix the equalized tax rates by town and confirm the extension of the taxes as they appear on the following described tax rolls:

| Town | Total Assessed Value (School Taxable) | Equalization Rate | True Value | Percent of Levy | 2020-21 Library Tax Levy | 2020-21 Tax Rate per \$1,000 of Assessed |
|------------|--|----------------------|-----------------------|--------------------|--------------------------------|---|
| Lincklaen | \$ 9,786,412 | 54.00% | \$ 18,122,985 | 7.080% | \$ 2,840.33 | 0.290232 |
| Otselic | \$ 345,659 | 37.50% | \$ 921,757 | 0.360% | \$ 144.46 | 0.417926 |
| Cuyler | \$ 41,196,350 | 94.00% | \$ 43,825,904 | 17.121% | \$ 6,868.63 | 0.166729 |
| Cazenovia | \$ 186,423 | 99.00% | \$ 188,306 | 0.074% | \$ 29.51 | 0.158296 |
| DeRuyter | \$ 111,804,728 | 83.00% | \$ 134,704,492 | 52.625% | \$ 21,111.61 | 0.188826 |
| Georgetown | \$ 44,946,528 | 85.00% | \$ 52,878,268 | 20.658% | \$ 8,287.37 | 0.184383 |
| Nelson | \$ 1,444,647 | 92.00% | \$ 1,570,268 | 0.613% | \$ 246.10 | 0.170353 |
| Fabius | \$ 3,344,653 | 89.00% | \$ 3,758,037 | 1.468% | \$ 588.98 | 0.176096 |
| | | | | | \$ 40,116.99 | <u>Check Total Tx Lev</u> \$ (0.01) |
| TOTAL | <u>\$ 213,055,400</u> | | <u>\$ 255,970,018</u> | <u>100.00%</u> | <u>\$40,117.00</u> | |

AND BE IT HEREBY DIRECTED THAT the Tax Warrant of the Board duly signed shall be affixed to the above described tax rolls authorizing the collection of said taxes to begin September 1, 2020 and end October 30, 2020 giving the tax warrant an effective period of 60 days at the expiration of which time the Tax Collector shall make an accounting in writing to the Board of Education:

AND IT IS FURTHER DIRECTED that the delinquent tax penalties shall be fixed as follows:

1st 30 days- free period
2nd 30 days - 2% penalty added

The above resolution was adopted on the 12th day of August, 2020 at _____ p.m. with _____ members voting YES and _____ voting NO.

SIGNATURES OF TRUSTEES

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | |

Items for Board Action
Financial

3. Upon motion made by _____ and seconded by _____, the following resolution was adopted:

Whereas the Board of Education of DeRuyter Central School authorizes that a sum of \$17,500 be raised in Real Property Taxes for the Village of DeRuyter Summer Recreation Program

THEREFORE, BE IT RESOLVED, That the Board of Education fix the equalized tax rates by town and confirm the extension of the taxes as they appear on the following described tax rolls:

| Town | Total Assessed Value (School Taxable) | Equalization Rate | True Value | Percent of Levy | 2020-21 Summer Rec Levy | 2020-21 Tax Rate per \$1,000 of Assessed | |
|------------|--|----------------------|----------------|--------------------|-------------------------------|---|------|
| Lincklaen | \$ 9,786,412 | 54.00% | \$ 18,122,985 | 7.080% | \$ 1,239.02 | 0.126606 | |
| Otselic | \$ 345,659 | 37.50% | \$ 921,757 | 0.360% | \$ 63.02 | 0.182318 | |
| Cuyler | \$ 41,196,350 | 94.00% | \$ 43,825,904 | 17.121% | \$ 2,996.26 | 0.072731 | |
| Cazenovia | \$ 186,423 | 99.00% | \$ 188,306 | 0.074% | \$ 12.87 | 0.069037 | |
| DeRuyter | \$ 111,804,728 | 83.00% | \$ 134,704,492 | 52.625% | \$ 9,209.39 | 0.082370 | |
| Georgetown | \$ 44,946,528 | 85.00% | \$ 52,878,268 | 20.658% | \$ 3,615.15 | 0.080432 | |
| Nelson | \$ 1,444,647 | 92.00% | \$ 1,570,268 | 0.613% | \$ 107.36 | 0.074316 | |
| Fabius | \$ 3,344,653 | 89.00% | \$ 3,758,037 | 1.468% | \$ 256.93 | 0.076818 | |
| | | | | | \$ 17,500.00 | <u>Check Total Tx Lev</u> | \$ - |
| TOTAL | \$ 213,055,400 | | \$ 255,970,018 | 100.00% | \$17,500.00 | | |

AND BE IT HEREBY DIRECTED THAT the Tax Warrant of the Board duly signed shall be affixed to the above described tax rolls authorizing the collection of said taxes to begin September 1, 2020 and end October 30, 2020 giving the tax warrant an effective period of 60 days at the expiration of which time the Tax Collector shall make an accounting in writing to the Board of Education:

AND IT IS FURTHER DIRECTED that the delinquent tax penalties shall be fixed as follows:

1st 30 days- free period
2nd 30 days - 2% penalty added

The above resolution was adopted on the 12th day of August, 2020 at _____ p.m. with _____ members voting YES and _____ voting NO.

SIGNATURES OF TRUSTEES

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | |

Items for Board Action
Financial

3. Upon motion made by _____ and seconded by _____, the following resolution was adopted:

Whereas the Board of Education of DeRuyter Central School authorizes that a sum of \$4,234,828 be raised in Real Property Taxes for All purposes (School, Library, Summer Rec)

| Town | Total Assessed Value (School Taxable) | Equalization Rate | True Value | Percent of Levy | 2019-20 Total Tax Levy | 2019-20 Tax Rate per \$1,000 of Assessed | |
|------------|--|----------------------|-----------------------|--------------------|------------------------------|---|---------|
| Lincklaen | \$ 9,786,412 | 54.00% | \$ 18,122,985 | 7.080% | \$ 299,830.92 | 30.637472 | |
| Otselic | \$ 345,659 | 37.50% | \$ 921,757 | 0.360% | \$ 15,249.77 | 44.117960 | |
| Cuyler | \$ 41,196,350 | 94.00% | \$ 43,825,904 | 17.121% | \$ 725,066.04 | 17.600250 | |
| Cazenovia | \$ 186,423 | 99.00% | \$ 188,306 | 0.074% | \$ 3,115.38 | 16.711350 | |
| DeRuyter | \$ 111,804,728 | 83.00% | \$ 134,704,492 | 52.625% | \$ 2,228,582.69 | 19.932813 | |
| Georgetown | \$ 44,946,528 | 85.00% | \$ 52,878,268 | 20.658% | \$ 874,830.47 | 19.463805 | |
| Nelson | \$ 1,444,647 | 92.00% | \$ 1,570,268 | 0.613% | \$ 25,978.89 | 17.982864 | |
| Fabius | \$ 3,344,653 | 89.00% | \$ 3,758,037 | 1.468% | \$ 62,173.85 | 18.589029 | |
| | | | | | \$ 4,234,828.01 | <u>Check Total Tx Lev</u> | \$ 0.01 |
| TOTAL | <u>\$ 213,055,400</u> | | <u>\$ 255,970,018</u> | <u>100.00%</u> | <u>\$4,234,828.00</u> | | |

Whereas the Board of Education of DeRuyter Central School authorizes that a sum of \$4,055,545 be raised in Real Property Taxes for School Tax Levy,

| Town | <u>2020</u> <u>Total</u> <u>Assessed</u> <u>Value</u> <u>(School Taxable)</u> | <u>2019</u> <u>Total</u> <u>Assessed</u> <u>Value</u> <u>(School Taxable)</u> | <u>2020</u> <u>Equalization</u> <u>Rate</u> | <u>2019</u> <u>Equalization</u> <u>Rate</u> | <u>2020</u> <u>True</u> <u>Value</u> | <u>Percent</u> <u>of Levy</u> | <u>2019</u> <u>True</u> <u>Value</u> | <u>% Change</u> <u>True</u> <u>Value</u> |
|--------------|---|---|---|---|--|----------------------------------|--|--|
| Lincklaen | \$ 9,755,199 | \$ 9,755,199 | 54.00% | 54.00% | \$18,065,183 | 7.071% | \$18,065,183 | 0.00% |
| Otselic | \$ 344,537 | \$ 344,537 | 37.50% | 37.33% | \$918,765 | 0.360% | \$922,949 | -0.45% |
| Cuyler | \$ 41,165,654 | \$ 41,165,654 | 94.00% | 96.00% | \$43,793,249 | 17.142% | \$42,880,890 | 2.13% |
| Cazenovia | \$ 186,383 | \$ 186,383 | 99.00% | 99.00% | \$188,266 | 0.074% | \$188,266 | 0.00% |
| DeRuyter | \$ 111,573,831 | \$ 111,573,831 | 83.00% | 84.00% | \$134,426,302 | 52.617% | \$132,825,989 | 1.20% |
| Georgetown | \$ 44,844,081 | \$ 44,844,081 | 85.00% | 86.00% | \$52,757,742 | 20.650% | \$52,144,280 | 1.18% |
| Nelson | \$ 1,445,854 | \$ 1,445,854 | 92.00% | 94.00% | \$1,571,580 | 0.615% | \$1,538,143 | 2.17% |
| Fabius | \$ 3,345,037 | \$ 3,345,037 | 89.00% | 94.00% | \$3,758,469 | 1.471% | \$3,558,550 | 5.62% |
| TOTAL | \$ 212,660,576 | | | | \$ 255,479,557 | 100.00% | \$ 252,124,250 | 1.33% |

| Town | <u>2020-21</u> <u>Tax Rate</u> <u>per \$1,000</u> <u>of Assessed</u> | <u>2019-20</u> <u>Tax Rate</u> <u>per \$1,000</u> <u>of Assessed</u> | <u>2020-21</u> <u>School Tax</u> <u>Levy</u> | <u>2019-20</u> <u>School Tax</u> <u>Levy</u> | <u>Change</u> <u>in Tax Levy</u> | <u>% Change</u> <u>in Tax Levy</u> | |
|--------------|---|---|--|--|-------------------------------------|---------------------------------------|--|
| Lincklaen | 30.220632 | 29.787965 | \$ 295,751.56 | \$ 290,587.53 | \$ 5,164.03 | 1.78% | |
| Otselic | 43.517715 | 43.090002 | \$ 15,042.29 | \$ 14,846.10 | \$ 196.19 | 1.32% | |
| Cuyler | 17.360789 | 16.755731 | \$ 715,201.14 | \$ 689,760.61 | \$ 25,440.53 | 3.69% | |
| Cazenovia | 16.483964 | 16.247995 | \$ 3,072.99 | \$ 3,028.35 | \$ 44.64 | 1.47% | |
| DeRuyter | 19.661617 | 19.149407 | \$ 2,198,261.69 | \$ 2,136,572.65 | \$ 61,689.04 | 2.89% | |
| Georgetown | 19.198990 | 18.704072 | \$ 862,927.95 | \$ 838,766.90 | \$ 24,161.05 | 2.88% | |
| Nelson | 17.738195 | 17.112233 | \$ 25,625.43 | \$ 24,741.79 | \$ 883.64 | 3.57% | |
| Fabius | 18.336114 | 17.112235 | \$ 61,327.94 | \$ 57,241.06 | \$ 4,086.88 | 7.14% | |
| TOTAL | <u>Rate Increase(on \$1,000 true)</u> | 0.44% | \$ 4,177,210.99 | \$ 4,055,544.99 | \$ 121,666.00 | 3.00% | |

Tax rate on \$1,000 true value \$16.319124



Student Handbook & Code of Conduct 2020-2021

DeRuyter Central School

BOE Approved

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2020-2021 DeRUYTER School Calendar

| | M | T | W | T | F |
|----------------------------|----|----|----|----|----|
| JUL | | | 1 | 2 | 3 |
| | 6 | 7 | 8 | 9 | 10 |
| | 13 | 14 | 15 | 16 | 17 |
| | 20 | 21 | 22 | 23 | 24 |
| | 27 | 28 | 29 | 30 | 31 |
| AUG | 3 | 4 | 5 | 6 | 7 |
| | 10 | 11 | 12 | 13 | 14 |
| | 17 | 18 | 19 | 20 | 21 |
| | 24 | 25 | 26 | 27 | 28 |
| | 31 | | | | |
| SEP (19-T; 17-S) | | 1 | 2 | 3 | 4 |
| | 7 | 8 | 9 | 10 | 11 |
| | 14 | 15 | 16 | 17 | 18 |
| | 21 | 22 | 23 | 24 | 25 |
| | 28 | 29 | 30 | | |
| OCT (21-T; 21-S) | | | | 1 | 2 |
| | 5 | 6 | 7 | 8 | 9 |
| | 12 | 13 | 14 | 15 | 16 |
| | 19 | 20 | 21 | 22 | 23 |
| | 26 | 27 | 28 | 29 | 30 |
| NOV (17-T; 15-S) | 2 | 3 | 4 | 5 | 6 |
| | 9 | 10 | 11 | 12 | 13 |
| | 16 | 17 | 18 | 19 | 20 |
| | 23 | 24 | 25 | 26 | 27 |
| | 30 | | | | |
| DEC (16-T; 16-S) | | 1 | 2 | 3 | 4 |
| | 7 | 8 | 9 | 10 | 11 |
| | 14 | 15 | 16 | 17 | 18 |
| | 21 | 22 | 23 | 24 | 25 |
| | 28 | 29 | 30 | 31 | |

| | M | T | W | T | F |
|----------------------------|----|----|----|----|----|
| JAN (19-T; 19-S) | | | | | 1 |
| | 4 | 5 | 6 | 7 | 8 |
| | 11 | 12 | 13 | 14 | 15 |
| | 18 | 19 | 20 | 21 | 22 |
| | 25 | 26 | 27 | 28 | 29 |
| FEB (15-T; 15-S) | 1 | 2 | 3 | 4 | 5 |
| | 8 | 9 | 10 | 11 | 12 |
| | 15 | 16 | 17 | 18 | 19 |
| | 22 | 23 | 24 | 25 | 26 |
| | | | | | |
| MAR (20-T; 20-S) | 1 | 2 | 3 | 4 | 5 |
| | 8 | 9 | 10 | 11 | 12 |
| | 15 | 16 | 17 | 18 | 19 |
| | 22 | 23 | 24 | 25 | 26 |
| | 29 | 30 | 31 | | |
| APR (20-T; 20-S) | | | | 1 | 2 |
| | 5 | 6 | 7 | 8 | 9 |
| | 12 | 13 | 14 | 15 | 16 |
| | 19 | 20 | 21 | 22 | 23 |
| | 26 | 27 | 28 | 29 | 30 |
| MAY (20-T; 20-S) | 3 | 4 | 5 | 6 | 7 |
| | 10 | 11 | 12 | 13 | 14 |
| | 17 | 18 | 19 | 20 | 21 |
| | 24 | 25 | 26 | 27 | 28 |
| | 31 | | | | |
| JUN (19-T; 19-S) | | 1 | 2 | 3 | 4 |
| | 7 | 8 | 9 | 10 | 11 |
| | 14 | 15 | 16 | 17 | 18 |
| | 21 | 22 | 23 | 24 | 25 |
| | 28 | 29 | 30 | | |

September 1
September 7
September 8

Staff Development Day-No Students
Labor Day - No School
**First Day of School -
Full Day for Students**

October 12
November 3
November 11
November 16

Columbus Day
Staff Development Day-No Students
Veterans Day Observance
Staff Development Day / Parent-
Teacher Conferences-No Students

November 25-27
Dec 23-Jan 1
January 18
January 26-29
February 15-19
March 15

Thanksgiving Recess
Christmas Recess
Martin Luther King Day
Regents Exams
President's Day/Winter Recess
Staff Development Day/ Parent-
Teacher Conf.- PK-12 11:30 Dismissal
Spring Break/Good Friday

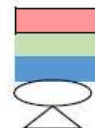
March 29-Apr 2

April 20-23
May 4-7
26-May
May 31
June 2
June 7
June 16-24
June 25

3-8 ELA Computer Based Exams (*Makeups Apr 27-29*)
3-8 Math Computer Based Exams (*Makeups May 7-14*)
4th & 8th Grade Performance Test (*Makei*)
Memorial Day Observance
US History & Government Regents (2019-20 date)
Science 4 & 8 Written (*Makeups June 8-9*)
Regents Exams
Regents Rating Day

Legend:

Holiday/Recess
Regents
3-8 NYS Assessments
Staff Development Day
Parent/Teacher Conf.



Total Teacher Days = 186
Total Student Days = 182

DeRuyter Central School Board of Education

Mr. Dean Hathaway, President
Mr. Richard Metcalf
Mrs. Jodi Wiesing

Mr. Brad Mierke, Vice President
Mr. Daniel DeGear

Superintendent of Schools

Dr. David M. Brown
315-852-3400
Mrs. Sandy Welsh-Secretary
315-852-3400 x 7403

Business Administrator

Mr. James Southard
315-852-3400
Mrs. Katy Denkenberger- District Treasurer
315-852-3400 x 7501
Mrs. Heidi Foster – Payroll Clerk
315-852-3400 x 7108

Director of Curriculum & Instruction

Mrs. Kimberly O'Brien
315-852-3400-x7105
Mrs. Linda Newkirk- Secretary
315-852-3400 x7105

Principal 6-12/Director of Special Education 6-12

Mr. Stephen Rafferty
315-852-3400 x 7105
Mrs. Linda Newkirk - Secretary
315-852-3400 x 7105

Principal PK-5/Director of Special Education PK-5

Mrs. Jenny Valente
315-852-3400 x 7122
Mrs. Janene Kascha- Secretary
315-852-3400 x 7122

School Nurse

Ms. Jessica Vadala
315-852-3400 x 7112

Guidance

Mrs. Maureen Alger- Grade 9-12
315-852-3400 x 7226
Mrs. Melanie Lynch – Grades 5-8
Mrs. Juanita Hayes - Secretary
315-852-3400 x 7204

Special Education

315-852-3400 x7105
Mrs. Janene Kascha- Secretary
315-852-3400 x 7105
Mr. Andrew Scherrer- School Psychologist
315-852-3400 x 7125

Library Media Center

Ms. Jennifer Jones– Library Media Specialist
Mrs. Rachel Hyde– Library Aide
315-852-3400 x 7147

Technology Coordinator

Mrs. Nancy Haws
315-852-3400 x 7205

Head Custodian/Head Bus Driver

Kevin Springer
315-852-3400 x 7301/7408

Cafeteria

Mrs. Brenda Scutt
315-852-3400 x 7146

Teacher/Staff Members

| | | | |
|---|-------------------------------------|-------------------------|-----------------------|
| PK | Ms. Samantha Bogert | | |
| Kindergarten | Mrs. Marcia Ludwig | Mrs. Pamela Gallerani | |
| 1st grade | Mrs. Regina Raleigh | Mrs. Melissa Wheatley | |
| 2nd Grade | Mrs. Karen Nieman | Mrs. Lisa Burbidge | |
| 3rd Grade | Mrs. Shala Wykstra | Mrs. Stephanie Locke | |
| 4th Grade | Mrs. Lisa Hirt | | |
| 5th Grade | Mrs. Linda Ladd | Ms. Taylor Gibbons | |
| AIS Reading | Mrs. Jennifer Ladd | | |
| | Mrs. Pamela Walters | | |
| AIS Math | Mrs. Karen West | | |
| Occupational Therapist | Ms. Justine Shay (BOCES) | | |
| Physical Therapist | Mrs. Jessica Degear (BOCES) | | |
| Special Education | Mrs. Stacy Inman | Ms. Lisa Clark | Ms. Kristen Romagnoli |
| Speech Therapist | Mrs. Jamie Mody | | |
| Teaching Assistants/Aides (Elementary) | | | |
| Mrs. Kathy Cook | Mrs. Denise Coon | Mrs. Jeanne Coon | Angela Wood |
| Mrs. Yvonne Fish | Mrs. Michelle Stadler | Mrs. Bert Ufford | Alan Ingerto |
| Mrs. Holly Harris | Mrs. Amy Denkenberger | Mrs. Kelly Isbell | |
| 6th grade | Ms. Sheri Smith | Mr. Charles Thornton | |
| English | Mrs. Kate Meigs - Grades 7 & 8 | | |
| | Mrs. Anna Jarvis– Grades 9 & 10 | | |
| | Mr. Zachary Miller– Grades 11 & 12 | | |
| Social Studies | Mrs. Shannon Forrest – Grades 7 & 8 | | |
| | Mr. Coby Merkle – Grades 9 & 10 | | |
| | Mrs. Donna Barber – Grades 11 & 12 | | |
| Science | Mr. Peter Camp – Grades 7 & 8 | | |
| | Mrs. Lisa Raymond – HS Science | | |
| | Ms. Monika Beck – HS Science | | |
| Mathematics | Mrs. Amy Prince – Grades 7 & 8 | | |
| | Mr. Jared Tiffin – HS Math | | |
| | Mrs. Amy Hannafan – HS Math | | |
| Foreign Language | Spanish – Mrs. Lina Moore | ESL – Ms. Dana Cole | |
| Special Education | Ms. Julie Arno | Mrs. Cassidy Richardson | Mrs. Meghan Morgan |

Special Area

Ag/Tech

Ms. Taylor Bass

Art

Mr. Joe Drake

Mrs. Erin Brown

Business

Mr. Ken Hammond

Health

Mrs. Daisy Brewer

Instrumental Music

Mrs. Lisa Stearns

PK-12 Physical Education

Mrs. Jessica Zech
Mrs. Jamie Doolittle
Mr. C.J. Nye

Vocal Music

Ms. Kylie Stenger

Security Window

Mrs. Tammy Hillman

Teaching Assistants/Aides (MS/HS)

Mrs. Karen Crandall

Mrs. Alice Hatch

Mrs. Rebecca Prentice

Mrs. Bailey Coon

Mrs. Brenda Thomas

Mrs. Judy Stone

Bus Mechanic

Mr. Terry Leete

Drivers

Mr. Ed Coon

Mr. Melvin Coon

Ms. Amy Calhoun

Mr. Ted Fuller

Mr. Jason Covert

Mr. Greg Coon

Mr. Jack Toolan

Mrs. Sandra Wilcox

Mr. Jeff Randall

Mrs. Cyndi Hakes-Shoemaker

Cafeteria Staff

Mrs. Carol Chapman

Ms. Maureen Pigott

Mrs. Deborah Scutt

Ms. Sallie Phillips

Custodial Staff

Mr. Vincent Wright

Mr. Tanner Kirk

Mrs. Christine Warner

Mr. Art Kirk

Groundskeeper

Mr. Travis Baker

Grades 6-12 Daily Schedule

| Period | Time | Notes |
|--------------|-------------|--|
| | 7:40 | First Bell - Students may enter the building |
| | 8:00 | Second Bell |
| 1 | 8:05-8:50 | Attendance & Announcements (3-4mins) |
| 2 | 8:53-9:33 | |
| 3 | 9:36-10:17 | |
| 4 | 10:20-11:00 | |
| Lunch 1 (5A) | 11:00-11:30 | Lunch 1 (9-12) |
| Lunch 2 (5B) | 11:30-12:00 | Lunch 2 (6-8) |
| 6 | 12:03-12:44 | |
| 7 | 12:47-1:27 | |
| 8 | 1:30-2:11 | |
| 9 | 2:14-2:55 | |
| Tues/Wed | 3:00-3:45 | After school Program |

NOTE:

- 8:05 a.m. BOCES Bus leaves DeRuyter
- 11:30 a.m. BOCES Bus arrives back at DeRuyter
- 11:35 a.m. BOCES Bus leaves DeRuyter
- 2:55 p.m. BOCES Bus arrives back at DeRuyter.

Report Card and Progress Report Dates School Year 2019-2020

| Marking period | Ends | Report Card Sent Home |
|-----------------------------------|----------|-----------------------|
| 5 Week | 10/09/20 | 10/16/20 |
| 10 Week (1 st quarter) | 11/13/20 | 11/20/20 |
| 15 Week | 12/15/20 | 12/22/20 |
| 20 Week (2 nd quarter) | 01/29/21 | 02/05/21 |
| 25 Week | 03/05/21 | 03/12/21 |
| 30 Week (3 rd quarter) | 04/09/21 | 04/16/21 |
| 35 Week | 05/14/21 | 05/21/21 |
| 40 Week (4 th quarter) | 06/15/21 | Mailed After 6/24/21 |

Arrival to School Procedures

Students should not arrive to school before 7:30 due to lack of supervision. If students arrive prior to the 7:40 bell, they should wait in the front foyer until the bell rings. All students should wait in the elementary or high school gym from 7:40-8:00, unless they choose to eat breakfast in the cafeteria. If a parent/guardian chooses to walk their child to their classroom, they **MUST** sign in with the Security Office and wait in the elementary or high school gym until the 8:00 bell rings.

End of the Day Dismissal Procedures

For the safety of all of our students and our bus drivers, students that walk/drive or are being picked up by an adult will not be dismissed/leave school property until after all buses have left the school property. Listed below you will find times of when various classes will be loading the buses and also the dismissal time for all walkers and student drivers.

- PK-K will be dismissed at 2:50 p.m.
- Grades 1 - 5 students will be dismissed at 2:52 p.m.
- Grades 6-12 will be dismissed at 2:55 p.m.
- The buses will leave promptly at 3:00 p.m.

All walkers in grades PK-5 should report to the small gym to be signed out by a parent/guardian. All walkers and student drivers in grades 6-12 should report to the cafeteria upon dismissal. All 6-12 walkers and student drivers will be dismissed after all school busses have departed school property (by about 3:05pm).

Student Dismissal Precautions

The Principal in the District shall maintain lists of individuals who are authorized to obtain the release of students in attendance at the school. No student may be released in the custody of any individual who is not the parent or guardian of the student unless the individual's name appears on the student's emergency card.

Parents or guardians may submit a list of individuals authorized to obtain the release of their children from school at the time of the child's enrollment. A parent or guardian may amend, in writing, a list submitted pursuant to this procedure at any time.

Certified copies of any court order or divorce decrees provided by the custodial parent/guardian, which restrict a parent's/guardian's ability to seek the release of his/her child shall be maintained by the Principal. Individuals seeking the release from school of a student must report to the appropriate School Office and present identification deemed satisfactory by the school Principal. The Principal/designee must check the authorized list and relevant court orders or divorce decrees before a student may be released.

The Principal/designee may release a student to an individual not appearing on the approved list only if the Principal/designee has determined that an emergency exists and the parent or guardian has been personally contacted by the Principal/designee and has approved the release.

- Students in grades PK-5 should see their principal, Mrs. Jenny Valente. Students in grades 6-12 should see Mr. Stephen Rafferty. Of course, if one is not available, students may seek the assistance of the other principal.

Emergency School Closings

In the case of an emergency school closing we will contact 93 Q, 92.1, 94.5, 101.5, 104.7, 106.9, 107.9, 570, 620, 920, WIXT –9, WTVH-5, WSTM-3 with all emergency closing information. Please do not call the school. This information will also be listed on the school website

(<http://deruytercentral.org/>.) In addition to posting this information on TV stations and listing them with radio stations, the DeRuyter Central School District utilizes an emergency notification system called School Messenger. This system will send text and voice mail messages to the contact numbers that you provide to us on your school emergency cards. We will use this system to notify you of school delays, closings, emergency early closings and cancelation of after school activities.

In order for this system to work effectively, we must have up to date contact information in our system. **Please remember to contact us throughout the school year if there are any changes in your phone numbers**

CODE OF CONDUCT

MISSION STATEMENT

The DeRuyter Central School District, in partnership with parents and the community, will educate and empower all students to embrace a passion for learning while developing into respectful, productive members of society

The DeRuyter Central School District is a community of learners with responsibility to one another. The purpose of the school district is teaching and learning. We are all responsible for ensuring an environment in which teachers can teach and students can learn. As members of this educational community students, teachers, staff members, parents and the community share in the responsibility of fostering a respectful environment in which teaching and learning are paramount.

Students of the DeRuyter Central School District have the right to a free, appropriate public education. In addition, students have all other rights afforded to students under the provisions of the Federal and State Constitutions and the laws of the State of New York. Athletic and co-curricular participation is not a right but a privilege. Therefore, students may be held to certain behavioral standards in order to maintain the privilege of participation.

Students of the DeRuyter Central School District have the responsibility to attend school as prescribed by New York State Law. While in school, a student shall not act in a manner which invades the rights of others, or which causes disorder and disrupts the educational process.

To improve security at DCS, surveillance cameras may be located in common areas including hallways, stairwells, gymnasiums, parking lots, and the cafeteria. Surveillance cameras will not be placed in classrooms or areas where students and staff would have an expectation of privacy.

Definitions

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

Cyberbullying: A form of bullying which occurs via electronic communication, including but not limited to, the use of cell phones, e-mail, YouTube, chat rooms or social networking (or other electronic modalities) to harass, threaten, or intimidate someone and can be transmitted by video, pictures or words. Types of cyber bullying can include but are not limited to: posting, sending or forwarding inappropriate or derogatory messages or images, spam, viruses, humiliating messages, sharing private information, sending hateful or defamatory remarks that can include racial, ethnic or homophobic messages or posting or contributing to polling sites.

Cyber-bullying involving district students may occur both on campus and off-school grounds and may involve student use of the District Internet system or student use of personal digital devices including but not limited to: cell phones, digital cameras, personal computers, electronic tools.

Cyber-bullying that occurs off-campus that causes or threatens to cause a material or substantial disruption in the school could result in formal discipline by school officials. Such conduct could also be subject to appropriate disciplinary action in accordance with the District Code of Conduct and possible referral to local law enforcement authorities.

Disability

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

Discrimination

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, gender identity or sex.

Disruptive Student

An elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Employee

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, whereby such services performed by such person involve direct student contact.

Gender

Actual or perceived sex and includes a person's gender identity or expression.

Gender Expression

The manner in which a person represents or expresses gender to others, often through his or her behavior, clothing, hairstyle, activities, voice or mannerisms.

Gender Identity

One's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

Harassment and/or Bullying

The creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that either (1) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably expect to cause emotional harm; or (2) reasonably causes or would reasonably expect to cause physical injury to a student or to cause a student to fear for his or her physical safety.

Such conduct shall include acts of harassment and/or bullying that occur:

- (i) on school property; and/or
- (ii) at a school function; or

- (iii) off school property where such acts create 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 the purpose of this Code, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. For the purposes of this Code, “emotional harm” that takes place in the context of “harassment and/or bullying” means to harm 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.

Such conduct shall include, but is not limited to acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, gender identity or sex.

Hazing

An induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur. Hazing includes, but is not limited to, induction, initiation or membership processes organized by groups, clubs and athletic teams.

Illegal Substances

Alcohol, illegal drugs and inhalants, marijuana, cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, look a-like drugs (including but not limited to synthetic cannabinoids), any substances commonly referred to as “designer” drugs, prescription or over-the-counter drugs when possession or use is unauthorized or such are inappropriately used or shared with others, or any product which, when misused, will result in an impaired or altered state.

Lockers

Lockers are provided by the school for student use and the administration has the right to search lockers. A student may have exclusive use of the locker as far as other students are concerned, but he/she does not have such exclusivity over the locker as it relates to school authorities.

Parent

A parent, guardian or person in parental relation to a student.

Material Incident of Harassment, Bullying and/or Discrimination

A single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, and is the subject of a written or oral complaint to the Superintendent, Principal, or their designee, or other school employee. Such conduct shall include, but is not limited to threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status.

School Bus

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

School Function

A school-sponsored extra-curricular event or activity

School Property

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.

School Zone

School owned/controlled property and buildings, school vehicles and school sponsored activities

- While students are in the school zone, the school has an obligation to keep all students safe. When a student leaves the school zone, the school's obligation ends, however, the school's rights to investigate incidents continues.

Sexual Orientation

Actual or perceived heterosexuality, homosexuality, or bisexuality

Tobacco Products

Any lighted or unlighted cigarette, cigar, cigarillo, pipe, clove cigarette, herbal tobacco product or any other smoking product; smokeless tobacco in any form (including but not limited to chewing tobacco, dip, or snuff); any electronic cigarette or vaping device (including but not limited to e-cigarettes, Juul devices, vaporizers, vape pens and chemical substances used with such devices); or any other simulated tobacco products that imitate or mimic tobacco products; as well as matches, lighters and related paraphernalia.

Under the Influence

A student shall be considered "Under the Influence" if he or she has consumed any quantity of an illegal substance or alcohol within a time period reasonably proximate to his/her presence on school property, on a school bus, in a school vehicle, or at a school-sponsored function and/or exhibits symptoms of such use as to lead to the reasonable conclusion of such consumption.

Violent student

A student under the age of 21 whom:

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

Weapon

A firearm as defined in 18 USC 921 for purposes of the Gun-Free School Act, and any device, instrument, material or substance, animate or inanimate, that is used for or is readily capable of causing death or serious bodily injury; and any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, BB gun, starter gun, pellet gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, pocket knife with a blade of at least 2.5 inches, pen knife or other knife, brass knuckles, sling

shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, kung fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, look alike false weapons or other devices, instruments, materials, or substances ("Other items") that can cause physical injury or death when used to cause physical injury or death or, when such "other items" are brandished as a weapon.

Family Educational Rights and Privacy Act (FERPA)

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

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed to military recruiters without their prior written consent.

If you do not want DeRuyter Central School to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by **September 18, 2020**. DeRuyter School District has designated the following information as directory information:

-Student's name, address, telephone listing, date of birth, major field of study, dates of attendance, grade

These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

Essential Partners of DeRuyter Central School

Parents

All parents are expected to:

- Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.

- Send their child(ren) to school ready to participate and learn.
- Ensure their child(ren) attend school regularly and on time.
- Ensure absences are legal excuses.
- Insist their child(ren) be dressed and groomed in a manner consistent with the student dress code.
- Help their child(ren) understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- Know school rules and help their child(ren) understand them.
- Convey to their child(ren) a supportive attitude toward education and the district.
- Build good relationships with teachers, other parents and their child (ren's) friends.
- Help their child(ren) deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study and ensure homework assignments are completed.
- Teach their children respect and dignity for themselves, and their peers regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender (identity or expression), or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

Teachers

All district teachers are expected to:

- Maintain a climate of mutual respect and dignity for all students and colleagues regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) or sex, with the intent of strengthening students' self-concept and promote confidence to learn
- Be prepared to teach.
- Demonstrate interest in teaching and concern for student achievement.
- Know school policies and rules, and enforce them in a fair and consistent manner.
- Communicate to students and parents:
 - (1) Course objectives and requirements
 - (2) Marking/grading procedures
 - (3) Assignment deadlines
 - (4) Expectations of students
 - (5) Classroom discipline plan
- Communicate regularly with students, parents and other teachers concerning growth and achievement.
- Develop classroom routines that support school rules and regulations.
- Work closely with support staff in order to assist students exhibiting disruptive behavior.

- Inform administration of students exhibiting disruptive behavior and keep administration appraised of developments.
- Report incidents of discrimination and harassment that are witnessed in a timely manner.

Pupil Personnel Services

Pupil Personnel Staff are expected to:

- Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
- Regularly review with students their educational progress and career plans.
- Provide information to assist students with career planning.
- Encourage students to benefit from the curriculum and extracurricular programs.
- Provide to staff essential information on the needs of individual students.
- Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
- Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- Report incidents of discrimination and harassment that are witnessed in a timely manner.

Building Administration

Building Administrators are expected to:

- Maintain a climate of mutual respect and dignity for all students, staff and colleagues regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) or sex, with the intent of strengthening students' self-concept and promote confidence to learn
- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of issues.
- Evaluate on a regular basis all instructional programs.
- Support the development of and student participation in appropriate extracurricular activities.
- Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

Superintendent

The Superintendent is expected to:

- Maintain a climate of mutual respect and dignity for all students and employees of the district regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) or sex, with the intent of strengthening students' self-concept and promote confidence to learn
- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.

Board of Education

The Board of Education is expected to:

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

District Procedural Chart

When you have questions or concerns, please follow the steps below in order to get your questions and concerns addressed in the most efficient manner. Thank you.

| QUESTIONS/CONCERNS | STEP 1 | STEP 2 | STEP 3 | STEP 4 |
|----------------------------------|---|---|--|-----------------------|
| Academic Difficulties | Sec: Teacher Elem: Teacher | Sec: Guidance Office Elem: Principal | Sec: Principal Elem: Superintendent | Superintendent |
| Academic Scheduling | Sec: Guidance Office Elem: Teacher | Sec: Principal Elem: Principal | Superintendent | |
| Academic Curriculum | Teacher | Principal | Superintendent | |
| Athletics | Coach | Athletic Director | Sec: Principal | Superintendent |
| Student Behavior | Teacher | Guidance | Principal | Superintendent |
| School Budget | Business Administrator | Superintendent | | |
| Building Use | Principal | Superintendent | | |
| Classroom Procedures | Teacher | Principal | Superintendent | |
| Co-Curricular Activities | Advisor | Principal | Superintendent | |
| Medical | School Nurse | Principal | Superintendent | |
| Special Education | Teacher | CSE Chairperson | Principal | Superintendent |
| Transportation | Bus Driver | Head Mechanic | Principal | Superintendent |
| Board of Education Policy | Principal | Superintendent | Board of Education | |

“Sec” – Secondary (MS: Grades 6-8 or HS: Grades 9-12)

“Elem” – Elementary (Grades PK-5)

**Subject: COMPLAINTS AND GRIEVANCES BY STUDENTS****Policy: 7550**

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- While students have the responsibility to abide by the policies and regulations of the District, they shall also be afforded opportunity to present complaints and grievances free from interference, coercion, restraint, discrimination or reprisal. Administration shall be responsible for:
 - Establishing rules and regulations for the redress of complaints or grievances through proper administration channels;
 - Developing an appeals process;
 - Ensuring that students have full understanding and access to these regulations and procedure; and
 - Providing prompt consideration and determination of student complaints and grievances.

Complaints and Grievances Coordinator

- In addition, students and parents/guardians will receive annual notification of the District's established grievance procedures for resolving complaints of discrimination based on sex or disability. This notice shall include the name, address and telephone number of the Title IX, Section 504, ADA Coordinator.
- The Title IX, Section 504, ADA Coordinator shall also be responsible for handling complaints and grievances regarding discrimination based on race, color, creed, religion, national origin, political affiliation, age or marital status.

*Title VII of the Civil Rights Act of 1964,
42 United States Code (U.S.C.)
Section 2000-e, et seq. – Prohibits discrimination on
the basis of race, color, religion, sex or national origin.*

*Title VI of the Civil Rights Act of 1964,
42 United States Code (U.S.C.)
Section 2000-d, et seq. – Prohibits discrimination on
the basis of race, color or national origin.*

*Section 504 of the Rehabilitation Act of 1973,
29 United States Code (U.S.C.) Section 794 et seq.*

*The Americans With Disabilities Act,
42 United States Code (U.S.C.) Section 12101 et seq. -
Prohibits discrimination on the basis of disability.*

(Continued)



DCS Policy

Section: 7

STUDENTS

Subject: **COMPLAINTS AND GRIEVANCES BY STUDENTS**

Policy: 7550

Page 2 of 2

*Title IX of the Education Amendments of 1972,
20 United States Code (U.S.C.) Section 1681 et seq. –
Prohibits discrimination on the basis of sex.*

*New York State Executive Law
Section 290 et seq. - Prohibits discrimination on the
basis of age, race, creed, color, national
origin, sex, disability or marital status.*

Age Discrimination in Employment Act,

29 United States Code Section 621.

NOTE: Refer also to Policy #3420 -- Anti-Harassment in the School District.

General Student Behavioral Guidelines

DCS has three district wide expectations for all students and staff

- Be Respectful
- Be Responsible
- Be Safe

The matrices that follow provide descriptions of what those expectations look and sound like across educational settings. They serve as a general guideline to help everyone understand how to meet these expectations.



PK-5 School Wide Expectations: Be Respectful, Be Responsible, Be Safe



| Expectation/Location | Be Respectful | Be Responsible | Be Safe |
|-----------------------------------|--|--|---|
| Hallway | <p>Follow adult directions</p> <p>Use quiet voices</p> <p>Hold door open for the person behind you</p> <p>Give others personal space</p> <p>Observe hallway decorations with your eyes</p> | <p>Keep hallways clean</p> <p>Keep lockers/ cubbies organized</p> <p>Go directly to your location</p> | <p>Walk</p> <p>Keep eyes forward</p> <p>Keep hands to yourself</p> <p>Stay to the right</p> <p>Allow others to pass</p> |
| Cafeteria | <p>Follow adult directions</p> <p>Wait your turn in the lunch line</p> <p>Use quiet voices</p> <p>Use your manners (please, thank you, etc)</p> | <p>Raise your hand if you need help</p> <p>Help clean up</p> <p>Discard trash in garbage can and silverware in return tray</p> | <p>Eat your own food</p> <p>Put unwanted food on giveaway tray</p> <p>Walk throughout cafeteria</p> <p>Stay seated</p> <p>Let an adult know if you need to leave the cafeteria</p> |
| Playground/Outside | <p>Take turns with (on) playground equipment</p> <p>Follow adult directions</p> <p>Include everyone</p> | <p>Keep the playground clean</p> <p>Line up at signal</p> | <p>Walk to and from playground and the annex</p> <p>Use crosswalks</p> <p>Stay within playground boundaries</p> <p>Use equipment as intended</p> <p>Leave stones, mulch and snow on the ground</p> <p>Be aware of your surroundings</p> |
| Restrooms | <p>Knock on stall doors</p> <p>Give others privacy</p> <p>Use quiet voices</p> | <p>Flush toilet after use</p> <p>Turn off faucets</p> <p>Dispose of trash in garbage can</p> <p>Return to room promptly</p> <p>Report problems to an adult</p> | <p>Keep feet on floor</p> <p>Keep water in sink</p> <p>Wash hands</p> |
| "Learning Areas" Classroom | <p>Follow classroom expectations and adult directions</p> <p>Take care of yourself</p> <p>Take care of others</p> | <p>Make the most of your learning time</p> <p>Take care of the space</p> | <p>Be aware of your surroundings</p> <p>Use equipment and tools as intended</p> |
| Technology | <p>Use equipment as intended</p> <p>Use kind words, actions when communicating with others via technology</p> | <p>Take care of your device</p> | <p>Be on appropriate/approved websites</p> <p>See something, say something to an adult</p> <p>Keep personal information private</p> |

| Expectation/Location | Be Respectful | Be Responsible | Be Safe |
|-----------------------------|---|---|--|
| Bus | Follow adult directions Use polite language Use a quiet voice Give others personal space | Be on time Go directly to your bus at dismissal Take care of your belongings Keep your bus clean | Keep your body and belongings in your seat Stay seated Ask for help if needed Watch for the driver's signal before crossing |



6-12 School Wide Expectations: Be Respectful, Be Responsible, Be Safe



| Expectation/Location | Be Respectful | Be Responsible | Be Safe |
|---------------------------------------|---|--|--|
| Hallway/Stairs | <p>Follow adult directions</p> <p>Use quiet voices</p> <p>Use kind language</p> <p>Give others personal space</p> | <p>Keep hallways clean</p> <p>Keep lockers organized</p> <p>Go directly to your location</p> | <p>Walk</p> <p>Stay to the right</p> <p>Keep hands to yourself</p> |
| Cafeteria | <p>Follow adult directions</p> <p>Wait patiently and quietly in lunch line</p> <p>Use quiet voices</p> <p>Use your manners</p> | <p>Help clean up</p> <p>Recycle</p> | <p>Eat your own food</p> <p>Put unwanted food on "give away" tray</p> <p>Give others personal space</p> |
| Athletic Fields/ Recess | <p>Follow adult directions</p> <p>Demonstrate fairness</p> <p>Display good sportsmanship</p> | <p>Clean up</p> <p>Put equipment away</p> <p>Take your belongings with you</p> | <p>Wear appropriate footwear and clothing</p> <p>Use equipment as intended</p> <p>Be aware of your surroundings</p> |
| Restroom | <p>Knock on stall doors</p> <p>Give others privacy</p> <p>Use quiet voices</p> | <p>Flush toilet after use. Turn off faucets</p> <p>Dispose of trash in garbage can</p> <p>Return to room promptly</p> <p>Report problems to an adult</p> | <p>Wash hands</p> |
| "Learning Areas" Classroom | <p>Follow classroom expectations and adult directions</p> <p>Take care of yourself</p> <p>Take care of others</p> | <p>Be in school and on time</p> <p>Be prepared</p> <p>Make the most of your learning time</p> <p>Take care of the space</p> | <p>Be aware of your surroundings</p> <p>Use equipment and tools as intended</p> <p>Ask permission to leave and use a pass</p> |
| Technology | <p>Use equipment appropriately and when intended</p> <p>Use kind words, actions when communicating with others via technology</p> | <p>Follow code of conduct expectations</p> <p>Be accountable for your device</p> | <p>Be on appropriate/ approved websites</p> <p>See something, say something to an adult</p> <p>Keep identity and passwords private</p> |
| Parking Lot | <p>Park in your assigned spot</p> <p>Maintain appropriate voice level and language</p> | <p>Get to your destination promptly</p> <p>Use self control</p> | <p>Use sidewalk and crosswalks</p> <p>Be aware of traffic</p> |

| Expectation/Location | Be Respectful | Be Responsible | Be Safe |
|----------------------|--|---|--|
| Bus | <p>Follow adult directions</p> <p>Use polite language</p> <p>Use a quiet voice</p> <p>Give others personal space</p> | <p>Be on time</p> <p>Go directly to your bus at dismissal</p> <p>Keep track of your belongings</p> <p>Keep your bus clean</p> | <p>Keep your body and belongings in your seat</p> <p>Ask for help if needed</p> <p>Watch for the driver's signal before crossing</p> |

6-12 Study Hall Expectations

Be Respectful:

- Follow adult directions
- Take care of yourself
- Take care of others
- Use quiet voices

Be Responsible:

- Be on time
- Be prepared: Bring school/homework or a book to read, your agenda and a pen/pencil.
- Make the most of your learning time
- Take care of the space

Be Safe:

- Be aware of your surroundings
- Use equipment and tools as intended
- Ask permission to leave and use a pass:
 - Must have a pre-signed pass to go to a teacher's classroom
 - 5 students may go to the LMC (pre-signed pass given priority)
 - One student at a time for locker/bathroom

A student may be subjected to disciplinary action when the student does not comply with these Behavioral Guidelines for DCS:

Public displays of affection are not appropriate behaviors in an educational setting. The following are examples, but not limited to arm in arm, hugging, kissing, sitting on laps, or other displays viewed as disruptive to the educational process. This rule applies before, during and after school, on the buses, and at all school functions.

Backpacks/Book Bags (of all sizes) will be stored in lockers between 8:00am and 2:55p

Visitors to School

We really enjoy having parents and guests visit school especially on special occasions like assemblies, birthday parties, and plays. Our policy states that if you wish to visit school that you make an appointment to see your child's teacher. Unannounced visitors disrupt the flow of the classroom and teaching.

If you do not have an appointment, we respectfully request that you not "stop" in to see your child. Their days are very busy and learning is our first mission. If you would like to have lunch with your child, those arrangements can be made on an occasional basis. Please call the office to make these arrangements.

For the safety of your children, all visitors must report to the Security Office and present identification (Driver's license, or non-drivers NYS ID Card) which will be scanned on our Raptor System. Once your identification has been verified, you will be asked to sign in and will receive a visitor's pass. Violators may be charged with criminal trespass. No student is allowed to bring small children to school, and as a general rule, no guests are allowed during the school day. Thank you for respecting our policy and procedures.

Transportation

Bus safety is a prime consideration. The drivers will enforce all rules set up for pupils' safety. Your cooperation is necessary. Remember, distraction of the bus driver may cause an accident.

Consequences of bus misconduct

Any inappropriate acts on the bus can cause harm or injury. The following consequences are put in place as guidelines and are subject to change depending on the conduct and act. Actions that place the driver or other students in danger will result in suspension in or out of school.

| | |
|-------------------------|--|
| 1 st Offense | Warning to student and contact home |
| 2 nd Offense | 2 days of lunch detention and contact home |
| 3 rd Offense | 2 days after school detention, phone call and/or parent conference |
| 4 th Offense | 3 day bus suspension, parent conference |
| 5 th Offense | 5 day bus suspension, parent conference |
| 6 th Offense | Principal's decision |

Riding the bus is a privilege, not a right. With privileges comes responsibility and obeying the rules of the bus is vital. Students suspended from the bus will be expected to attend school, and the responsibility of getting to school falls on the parents.

The above may be increased depending on the severity of the offense.

Late Bus Procedures

On Tuesdays and Wednesdays each week there is a late bus. The purpose of this bus is for students to get extra help, work on projects, and participate in school related activities.

To take the late bus, a student needs to sign up with Mrs. Newkirk in the high school office no later than 1:00 p.m. This is to allow the scheduling of the appropriate number and size of buses.

The first time a student fails to sign up for the late bus or is not with a teacher from 3:00 p.m. to 3:45 p.m. he or she will receive a warning. If the problem continues to occur they may be denied transportation.

Bus Passes

Requests for bus passes or changes must go to Mrs. Kascha in the Elementary office before 1:00 p.m. to effectively coordinate timely messages to the homeroom teachers, bus drivers, and parties involved.

Transportation to BOCES

- 1) Students travel to BOCES only by DeRuyter bus.
- 2) No student will be permitted to drive a car to the BOCES Center during school hours without special permission for extenuating circumstances only from the parent and principal and with prior permission from BOCES. Any car permission granted will extend to the driver only, for that day(s). **NO STUDENT RIDERS WILL BE PERMITTED.**

Consequences

1st offense- Half (1/2) of ISS

2nd offense- One (1) day off ISS

Each subsequent offense will be a day of ISS and Principal decision.

Transportation to Special Events

When students leave DeRuyter on a school bus to attend a function, they will travel back to DeRuyter on that bus. As an exception, chaperones may release students only to their parents. For any other transportation arrangements, permission slips must be turned in to the office before the event, with approval by parent and administrator to follow.

Student-Driven Vehicles

Students requesting permission to drive to school must obtain a permit from the High School Office to register their vehicle and park on school grounds. Grade 12 students **only** may park in the designated 15 spots which will be awarded based on a lottery system. Applications for these permits will be distributed to Seniors **only** the first week of school. Students who drive in an unsafe manner on or around school property will lose privileges and may be reported to the authorities. All other parking spaces in the North and South lots are reserved for staff and visitors only.

NOTE: If you do not receive a parking permit, you cannot park on school property.

Hall Passes

Students are expected to have Hall Passes at all times with the exception of transition times.

Academic Integrity

Honesty is assumed and expected in all academic endeavors, be it homework assignments, routine essay assignments, quizzes, tests or major research projects. Any form of cheating, be it as simple as offering or accepting homework assignments or as serious as intentional plagiarism* will NOT be tolerated. It is our intention to be sure that our students understand the seriousness of academic dishonesty prior to leaving high school and the impacts it will have on them.

Direct evidence of academic dishonesty will be addressed in the following ways:

Homework Assignments

- A single episode of receiving or providing direct assistance; failure on the assignment in question and further consequences as outlined in the Student Code of Conduct
- Continued practice; Conference with principal and parent and further consequences as outlined in the Student Code of Conduct

Quizzes, Essay Assignments, Exams, Projects, Research Papers, Etc. (For receiving or providing assistance)

- A single episode:
 - a. Automatic failure on the quiz, essay, exam, project, research paper, etc.
 - b. Parental conference at the discretion of the teacher
 - c. Further consequences as outlined in the Student Code of Conduct
- A second or continued episode:
 - a. Conference with Principal and Parent
 - b. Automatic failures in the assignments in question or may result in failure of the grading quarter course – at the discretion and agreement of both the teacher and the principal
 - c. Further consequences as outlined in the Student Code of Conduct

*** Plagiarism: The use of words or ideas of another person without adequate acknowledgement**

A teacher suspecting intentional plagiarism may follow either or both of the following procedures:

- Request cited source material from the student
- Independently research cited source material for comparative purposes

Students must present source materials that they use in preparing essays, reports, research papers, etc. Failure to present source materials will be taken as an admission of plagiarism.

Grading Policy

Homework:

At DeRuyter Central School, we believe that learning is a three way partnership among students, parents/guardians, and the school. Homework is an integral part of that partnership. We believe that homework provides opportunities for development of self-discipline, responsibility, time-management, and organizational skills. It is important that homework reinforces and complements the work students do in school. The amount of homework students receive should reflect the stage at which they are in their schooling and in their personal and academic development.

- It is expected that homework will be carefully and neatly completed by the date indicated by your teacher.
- All homework completed and handed in will be evaluated.
- Late homework assignments will be accepted, but may accrue less credit than otherwise may have been earned or no credit at all.

Incompletes:

- An Incomplete (I) is a grade given if a faculty member believes the student deserves additional time to complete a test, assignment, project, etc.
- Incompletes must be given in instances where the work is missing due to a medically excused absence. Incompletes must be satisfied within 5 weeks or the grade becomes an "F" or 50.
- Students who receive incomplete grades will not have their grades calculated for Honor Roll purposes.

On-Line Courses:

All costs incurred are the sole responsibility of the student.

Credit from an on-line course may be earned by a student enrolled at DeRuyter Central Schools only if:

- The course is not offered at DeRuyter Central School and
 - No appropriate course is available in the curriculum area
- OR
- The course will serve as a supplement to extended homebound instruction related to a health-related or disabling condition
 - The student has been expelled from the regular school setting, but educational services are to be continued.

In all cases approval for such an on-line course must be granted by the appropriate teacher, Guidance Office, and the Principal.

Students applying for permission to take an on-line course will do the following:

- Complete pre-requisites, possess a minimum GPA of 85, and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an on-line learning environment;
- Obtain written approval of the Principal before enrolling in an on-line course;
- Adhere to the DeRuyter Central School code of conduct to include rules of behavior and consequences for violations;

Post-Completion

- On-line courses will appear on student's transcript but will not be counted towards GPA.

Calculation of Final Grades for Students in Grades 6-12:

Ten-Week Courses- Take the averages of the 10 week marking period, multiply by four (4), add the final exam and divide by five (5).

Twenty-Week Courses- Add the average of the two marking periods, multiply by two (2), add the final exam and divide by five (5).

Forty-Week Courses- Add the averages of the four (4) marking periods, add the final exam and divide by five (5).

A passing grade is a 65 for students in grades 6-12.

Fifty (50) is the lowest grade that may be recorded on report cards for the 1st and 2nd marking periods; however, for the 1st quarter of a semester course the lowest grade given will be a 50 and the actual grade will be given for the second quarter. If a 50 is given, and it represents a lower grade, the following comment will be included on the report cards "Actual grade lower than grade indicated". The 50's for 1st and 2nd marking periods will be averaged in determining final averages. Actual student grades will be reported for all interim grades (i.e., 5, 15, 25 and 35 week grades) and for 3rd and 4th quarter grades.

Calculation of Grade Point Averages:

When calculating Cumulative Grade Point Averages (CGPA), grades for honor classes will be weighted 1.05 and advanced placement/concurrent enrollment classes will be weighted 1.10.

Weighted averages will be used when calculating Valedictorian and Salutatorian, honor rolls, National Honor Society selection, and class rank.

Adding or Dropping a Course:

Every student is required to carry 5 1/2 credits including Physical Education and no course may be dropped if it leaves a student enrolled in fewer than 5 1/2 credits. Changes to schedules must be made by the end of the first week of school.

Students who choose to drop courses after the first week of school:

- Must have valid reasons for dropping
- May not drop prior to the 5th week of the marking period (with the exception of changes made by the end of the first week of school)
- May not drop a course after the 10th week of marking period (on an individual basis, courses may be dropped at the Principal's discretion)
- A "Request for Schedule Change" form is completed properly and meets the approval of parents, teachers, principal and guidance. If a course is dropped after the first ten (10) weeks, then a "Drop" will be reflected on their report card and transcript.
- Students must follow their original schedule until they receive an approved new schedule from guidance

Homework Policy

Purpose of Homework

- Reinforce school learning by practicing for mastery and application of basic skill.
- Provides extension of the school day and learning.
- Strengthens the home and school connection.
- Provides opportunities for development of self-discipline, responsibility, time management and organizational skills.

Partners in the Homework Process

We share the understanding that homework is an essential part of learning and school success.

Student's Responsibilities

- Maintain and use agenda by writing down all assignments.
- Complete homework assignments accurately, neatly and submit on time.
- Seek assistance from teachers and parents when difficulties arise.
- Complete assignments missed because of an absence.

Teacher's Responsibilities

- Provide quality homework activities.
- Clearly state and post assignments so students can write them down correctly.
- Ensure that students are aware of what is expected of them and how their work will be assessed.
- Coordinate major assignments, exams, and long-term projects across disciplines.
- Make periodic checks to make certain that the agenda is being used correctly.
- Alert parents when homework problems arise and suggest strategies they can use to assist their children with homework.
- Teachers will keep a log of all missed homework, which will include action taken, and communication with student and parent.

Parent's Responsibilities

- Take an active interest in homework.
- Check your child's agenda daily and make sure assignments are completed and turned in.
- Provide time, space and materials for your child to complete homework.
- If there are any concerns about your child's progress in class, contact the teacher or school counselor.

Student Rights and Responsibilities

A student in the DeRuyter Central School shall have the right to:

1. Take part in all activities on an equal basis regardless of race, gender, or national origin.
2. In all matters, have the opportunity to present their version of the facts and circumstances, with truthfulness and honesty, leading to decisions of disciplinary consequences.
3. Address the Board of Education in the same manner as any citizen.

It shall be the responsibility of each student in the DeRuyter Central School District to:

1. Become familiar with and abide by all rules and regulations pertaining to student conduct.

2. Work to the best of his/her ability in all academic and co-curricular pursuits and strive toward the highest level of achievement possible. This includes completing class and homework assignments on time.
3. Conduct him/her, when participating in or attending school-sponsored co-curricular events, as a representative of DeRuyter Central School District and as such hold himself/herself to the highest standards of conduct, demeanor, and sportsmanship.
4. Be in regular attendance in school and in class.
5. Be responsible for contributing to the maintenance of an environment that is conducive to learning, show respect to all persons and to property.
6. Make constructive contributions to our school and to report with honesty and truthfulness the circumstances of school related issues.
7. Act and speak respectfully about issues/concerns.
8. Use non-sexist, non-racist and other non-biased language
9. Respect and treat others with tolerance and dignity regardless of actual or perceived race, color weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) or sex.
10. Use communication that is non-confrontational and is not obscene or defamatory
11. Report acts of bullying, discrimination, harassment and other inappropriate actions that hurt others.

Dignity for All Students Act

The Dignity for All Students Act amends Education Law to put in place procedures for the creation of school environments free of bullying, discrimination and/or harassment. The law is effective July 1, 2012.

The DeRuyter Central School District prohibits bullying, discrimination and/or harassment against any student by employees or students that creates a hostile environment by conduct (with or without physical conduct) or verbal statements, intimidation or abuse, including cyberbullying, that either (1) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, or benefits, or with the student's mental, emotional, and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably cause a student to fear for his or her physical safety; or (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for their physical safety.

The prohibition of discrimination includes, but is not limited to, threats, intimidation, or abuse based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender (identity or expression) or sex, on school property or at school functions.

Prevention is the cornerstone of the District's effort to address bullying and harassment. In order to implement its anti-bullying prevention program, the Board will designate, at its annual organizational meeting, individuals at each school to act as the DAC. These individuals shall be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, sex and any other legally protected status.

The DAC's 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.

The DAC's will be responsible for assisting in coordinating and enforcing the requirements of the Dignity for All Students Act and its related policies and regulations at each school building, including but not limited to:

- Professional development for staff members
- The complaint process; and
- Support of the Dignity Act's civility curriculum components.

The Dignity Act Coordinators for the 2019-2020 school year for each building are:

| | | |
|----------------------|----------------------|--|
| DeRuyter Elementary | Mrs. Jenny Valente | Valente@deruytercentral.org 315-852-3400 ext. 7122 |
| DeRuyter High School | Mr. Stephen Rafferty | Rafferty@deruytercentral.org 315-852-3400 ext. 7105 |

Attendance Procedures

Student absence without prior knowledge and consent of a parent/guardian is considered truancy, an illegal and/or an unexcused absence. Truancy will be dealt with as outlined in the Code of Conduct.

Skip Days: Occasionally students get together and organize a day or part of a day off from school. The DeRuyter Central School District does not condone these activities. Students participating in such activities will be subject to sanctions for truancy as outlined in the Code of Conduct. The truancy is considered an illegal absence regardless of parent permission.

Absence from School

If a student is going to be absent from school a parent/guardian should contact the attendance clerk at 852-3400 ext. 7204. If the school does not hear from a parent/guardian an attempt will be made to contact them to ascertain the reason for the absence. Upon returning to school, students should report directly to the Attendance Office to present an excuse and obtain a re-admission slip. A dated written excuse for absences is due the day a student returns to school. **The following are legal excuses: personal illness, death in the family, doctors or dentist's appointment, court appearance, and religious observation. College visitations, when arranged with your guidance counselors, are allowable.** Other absences are considered illegal by the State of New York and by our Board of Education.

Extra Curricular Events

In order to participate in extracurricular events after school, the student must be in attendance the entire day (8:05-2:55). If the event is on a Saturday, the student must be in attendance all day the Friday prior to the event. If the event is over a break, the student must be in attendance the last day of school before the break in order to participate at all. Any student who leaves school due to illness is not eligible for participation that day. Any student who is tardy or absent for part of the day due to a

medical or dental appointment must provide documentation signed by a parent or guardian stating the time and date of the appointment. **See “Tardiness to School” below.**

Absence from BOCES Occupational Education Classes

1. Students attending occupational education courses at BOCES are subject to all BOCES rules and procedures regarding attendance and behavior, as well as the rules of DeRuyter Central School.
2. Students who miss the BOCES bus will report to the Principal’s Office.
3. If a pattern of illegal absenteeism develops, the student may be dropped from the BOCES program

BOCES students returning to the building MUST sign in at the Secondary (Main) Office.

Tardiness to School

All students are expected to be in school and in class, on time, all days that school is in session. Any student not in his/her assigned homeroom or first period class at the start of the scheduled school day is considered either absent or tardy. If a student arrives at school after 1st period has begun, he/she should report immediately to the Security office to sign in. A written excuse is required explaining why the student is late. If the student does not have an excuse explaining his/her tardiness, he/she must submit a note from his/her parents/guardians the following day explaining the reason for his/her tardiness. The tardiness or absence will be treated as illegal until a note is received documenting a legal excuse.

Students are expected to be in school the entire day from 8:00 AM – 2:55 PM. Once a student has been tardy or dismissed early 3 times during a ten (10) week marking period, a student may not participate in athletic activities (including practices and games) or extra-curricular activities on that day unless they bring a doctor’s note to the nurse. If there are no practices, games, events or activities the day the student reaches the third tardy or early dismissal, the student may not participate the next time said activities are held.

If a student is not currently participating in extra-curricular activities or athletics, the student will serve 2 days (90 minutes) of after school detention on the following Tuesday and Wednesday or whenever the after school bus run occurs.

Once the suspension and/or detention has been earned and served, the student’s attendance cycle will be reset and the process started above will begin again. Chronic offenders will be referred to the principal for possible additional disciplinary action.

Tardiness to Class

A student entering class after the bell rings is late. For every 3 times a student is late to class or absent from school without a legal excuse the following disciplinary actions will be taken:

- | | |
|---------------|--|
| 1st Offense - | Warning by Principal and law and school policy explained |
| 2nd Offense - | One (1) detention at lunch time and parent notification |
| 3rd Offense - | Two (2) detentions at lunch and parent notification |
| 4th Offense - | Five (5) detentions at lunch and parent notification |
| 5th Offense - | Half (1/2) day ISS and parent notification |
| 6th Offense - | Principal’s decision |

Leaving the Building

Students (i.e., all students, including students 18 years of age or older) who need to be excused from school are to bring a written excuse to the Attendance Office before the beginning of the school day. The excuse must state the reason and time being excused and must be signed by their parent/guardian. The dismissal time will be noted on the absentee sheet. Students will be dismissed from school for legal reasons: medical appointments, court appearances, and legal matters. Arrangements must be made with the Guidance Counselor, parents, employer, and the Principal for school release for employment. BOCES releases need home school, BOCES, and parental approval.

In case of emergency, the nurse may excuse students if the Principals are not available.

1. Students (i.e., all students, including students 18 years of age or older) who wish to leave the building must first sign out in the Security Office. They must show a written excuse from home or from the Health Office before leaving. Returning to school after an appointment, students must sign in at the Security Office and get a pass to return to class.
2. Students may not leave the school property without approval by the Principals, or School Nurse.
3. Leaving the school building or property without authorization is a serious offense and may result in suspension.
4. Senior National Honor Society members in grades 12 have the privilege of leaving school to go to Sal's for lunch Thursday and Friday. Students in grade 11 have the privilege of leaving school to go to Sal's for lunch Thursday. The following rules apply:
 - a. Sign out in the Security Office.
 - b. Travel on foot. No vehicle may be used.
 - c. If a student returns late
 - i. The first time they lose the privilege for one month
 - ii. A second time they lose the privilege for the rest of the school year
 - d. Food is to be eaten at Sal's.

SENIOR PRIVILEGES (SP)

- Seniors will be able to go outside for lunch, weather permitting, at picnic tables (with supervision)
- If lunch is followed by a study hall, seniors may be allowed to work outside (weather permitting) on picnic tables AFTER signing out from their study hall and with staff supervision.
- During homeroom, seniors will be allowed to drink a hot beverage purchased from the cafeteria

Eligibility Requirements:

Academics

- Must not be on Fail 1 or Fail 2

Attendance

- An unexcused tardy will result in loss of senior privileges for at least that day
- Unexcused absences or truancy (from class or school) will result in loss of SP for at least a week

Behavior

- One or more ISS periods will result in the loss of SP for the rest of that week
- ISS for ½ day = Loss of SP for 1 week (five school days)
- ISS for full day = Loss of SP for 5 weeks
- 1 day OSS = Loss of SP for 10 weeks
- More than 1 day of OSS = Loss of SP for 20 weeks

Senior Parking

Seniors have the privilege of parking on campus in assigned senior parking spaces ONLY with a parking permit from the High School Office. If seniors misuse or abuse this privilege, it may be revoked temporarily or permanently.

Guidelines for Fail 1 and Fail 2 Lists for ALL Students in Grades 6-12

FAIL 1

APPLIES TO ALL STUDENTS IN GRADES 6-12

Students are **restricted** to Study Hall until off the Fail List. Only those students who bring a pre-signed pass from a teacher will be allowed to leave study hall for help from that specific teacher.

- Students must attend a minimum of **four (4)** afterschool study hall sessions in order to be eligible to get off the Fail list.
- Students may attend practice and are permitted to participate in extra-curricular activities *(including but not limited to: school clubs, dances, sports team practices/events/contests, school play, field trips, NYSSMA, All County, and Prom and Class/Senior Trip)* if they **ARE** attending the after school sessions.
- At the end of three weeks (begins the Tuesday after report cards are mailed) **students are responsible for going to their teachers with the academic eligibility form to confirm that they are passing ALL subjects.**
- If the student is **NOT** passing at the end of the three (3) weeks, they will be **ineligible** to participate in extra-curricular activities *(including but not limited to: school clubs, dances, sports events/contests, school play, field trips, NYSSMA, All County, and Prom and Class/Senior Trip)* for the remainder of that **mid mark/markings period**. Students on the Fail 1 List are eligible to attend educational field trips that take place during the school day between 8:00am and 3:00pm.

FAIL 2

APPLIES TO ALL STUDENTS IN GRADES 6-12

- Students in grades 6-12 who are failing **two (2) OR more** courses will be ineligible to participate for the **remainder of the 5-week mid/markings period** in any extracurricular activities, *(including but not limited to: school clubs, dances, sports team practices/events/contests, school play, field trips, NYSSMA, All County, and Prom and Class/Senior Trip)*. Students on the Fail 2 List are eligible to attend educational field trips that take place during the school day between 8:00am and 3:00pm.
- Restricted to Study Hall for **FIVE (5)** weeks. Only those students who bring a pre-signed pass from a teacher will be allowed to leave study hall for help from that specific teacher
- Ineligible students can **ONLY** come off the list if they **ARE** passing all courses at **the end of the mid/markings period (whichever applies)**. **Students are responsible for going to their teachers with the academic eligibility form to confirm that they are passing ALL subjects.**
- Students must attend after school study hall on Tuesdays and Wednesdays until they are no longer failing.

After School Program/Detention

When: Tuesdays and Wednesdays after school from 3:00-3:45 pm

Where: Rooms are to be determined each week

Remember: Student must sign up to ride the late bus with Mrs. Newkirk in the Main office by 1:00 p.m. on the day they are staying after.

Rules of the After School Program:

- Students are to report to the designated rooms by 3:00.
- Students are to bring everything they need with them as they will not be allowed to go to their lockers. Students should also bring with them their agenda, an outside reading book, writing utensil, and all homework.
- Students are to work quietly and respect the adult in charge.
- Students will be dismissed at 3:45 to go to their lockers and get ready to go home.
- Students will be allowed to attend practice at 3:45 when the after school program ends.
- Cell phones and other electronic devices may NOT be used, except for instructional purposes, once you enter the after-school classroom until the dismissal bell rings.

Who must attend?

- Students assigned for detention by the a teacher, or the Principals
- Any student in 6-12 who are on the **Fail 1 OR Fail 2** lists and want to work to get off these lists.
- Students who are on the Fail 1 or Fail 2 lists involved in extra curricular activities (sports, musical etc) must attend or they will miss the next scheduled event.
- Students on the Fail 1 list who wish to participate in ANY extra-curricular activity.

Cell Phone Policy

(Including, but not limited to cell phones, iPods with earphones and, MP3 Players with earphones) Students may use their cell phones for texting purposes between periods only, outside the classroom in the hallway and the last 15 minutes of their lunch period. All electronic devices (including, but not limited to MP3 Players with headphones, Cell Phones, iPods with headphones) must be powered off and out of sight in study halls and the cafeteria and may only be used in the classroom with teacher permission for instructional purposes. There will be consequences for those students who do not comply. Refusal to give the phone to a staff member upon request will be considered insubordination. Taking photos of or video/audio recording of other students and staff members is prohibited.

Unauthorized activation and/or use of cell phones may result in confiscation and/or search of the cell phone as such action is a direct violation of school policy. At a minimum, the following consequences will occur:

First Offense

- Item is taken away and given to an administrator
- A phone call is made to the parent by an administrator
- Item is returned to the student at the end of the school day
- Three (3) lunch Detentions

Second Offense

- Item is taken away and given to an administrator
- A phone call is made to the parent by an administrator
- Item must be retrieved by the parent
- Five (5) lunch Detentions

Third Offense

- Item is taken away and given to an administrator
- A phone call is made to the parent by an administrator
- Item must be retrieved by the parent
- ISS (length of ISS to be determined by administrator) for each offense (cumulative)

Remember: Cell phones and other electronic devices, like other personal items brought by a student into a school zone may be subject to search. The extent of the confiscation and/or search of the electronic device is dependent upon circumstances present at the time and within the discretion of school authority. The outcome of the search may result in further school consequences and/or a criminal investigation by the police.

Student Dress Code

The intent of the dress code is to foster an environment that is sanitary, safe and conducive to teaching and student learning. It is also intended to provide guidance to prepare students for their role in the work place and society. All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. School functions are defined as school-sponsored extra-curricular events or activities that occur both on and off school property, including but not limited to athletic events, concerts, dances and field trips. This is especially important when at functions outside the school. Your dress needs to be appropriate for the function you are attending. At these times you are a representative of your community and school, and the impression you make reflects on all.

The school does not dictate styles. However, school officials reserve the right to determine what acceptable and unacceptable attire is. Students and their parents have the primary responsibility for acceptable student dress, grooming, and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. The Board of Education shall comply with provisions of State Education Law and Decisions of the Commissioner of Education dealing with student dress. A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:

1. Not endanger the health, safety and welfare of self or others..
2. Not disrupt or interfere with the educational process. **Clothing which may be deemed inappropriate** (dependent upon school activity and setting) includes, but is not limited to: tube tops, halter tops, spaghetti straps (shoulder straps should be at least two fingers wide), bare midriffs (front and/or back), muscle shirts, low-cut and/or sagging pants, ripped or "destroyed" pants, swimsuits, sunglasses, and any see-through garments.
3. Not include items that are vulgar, obscene, or that defame or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, gender identity or disability.

4. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.
5. Skirts and shorts must extend at least to the top of the palm when standing normally, unless leggings are worn underneath.
6. Necklines and backs of blouses and shirts
 - a) No lower than one hands' width below the collar bone in front.
 - b) No lower than the center of the shoulder blade in back.
 - c) One hand must be able to cover any opening below the arm.
7. Ensure that undergarments are completely covered with outer clothing. Any clothing insufficient to conceal undergarments at all times such as low-cut or sagging pants, ripped or "destroyed" pants, mesh/sheer shirts, and transparent blouses, shirts or dresses are not allowed
8. Back Packs/Book Bags (of all sizes) will be stored in lockers between 8:00a.m. and 2:55p.m.
9. Footwear should be worn at all times. Footwear needs to be appropriate for the activity (i.e., athletic shoes for P.E., closed toe shoes for outdoor activities, etc.)
10. No jewelry (watches, rings, necklaces, bracelets, piercings, etc.) will be worn during physical education.
11. All hats, visors, bandannas worn in any manner, and other head coverings-are not allowed to be worn during the school day (8:00a.m.-2:55p.m.) except for medical or religious purpose.

Consequences

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, or replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out-of-school suspension.

All Staff are responsible for reasonably enforcing the dress code. In the case of a question regarding whether a student is in violation of the dress code the Principals will be responsible for making a final determination. In such a case the student should be sent to the appropriate office with a pass. On the back of the pass the teacher should simply state what part of the student's dress, grooming and appearance is in violation of the Student Dress Code and the Principals will make a determination.

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

Formal and Semi-Formal Dress Code
(Includes the Prom, Home-Coming and other dances and Extra-Curricular Events)

- ❖ These guidelines will be enforced, with modesty in mind.
- ❖ Necklines and backs of dresses, tops and jackets must be worn no lower than one hands' width below the collar bone in front; no lower than the center of the shoulder blade in back; and one hand must be able to cover any opening below the arm.
- ❖ More than one-third of the midriff may not be exposed including the front and sides.
- ❖ Dress, skirt and pant length, including any slits, must be at least mid thigh (that is, the hemline must be longer than 5 inches above the middle of the knee both front and back).
- ❖ No pinning will be allowed as an alteration for any garment. Fabric inserts must be sewn, not pinned on the garment if the garment does not meet dress code without inserts.
- ❖ Pants should fit properly on the hip and not sag below the waistline.

Please Note:

- ❖ These guidelines apply to both DCS students and their dates.
- ❖ It is the responsibility of the students to inform their dates of the dress code guidelines.
- ❖ DCS students and/or their dates who are not dressed appropriately may not be allowed to enter the Prom, Homecoming or other dances or extracurricular events.
- ❖ These guidelines do not limit your ability to show your style and uniqueness.
- ❖ If you have questions about your prom attire, you may bring it in or a photo (front and back) to show to the principal, a guidance counselor or your class advisor.

Appropriate Use of Computers

It is the intent of the DeRuyter Central School Board of Education to make Internet access available to students to further educational goals and objectives by granting students the opportunity to utilize vast information resources and collaborate with other students, educators, professionals and experts throughout the world.

However, access to the Internet is a privilege, not a right. Students using the Internet are expected to conduct themselves in a responsible manner and are required to comply with the standards of behavior contained in the student handbook, board policies and discipline code.

The following conduct is not permitted by students using the Internet services:

1. Sending, displaying or distributing offensive messages, materials or pictures.
2. Using obscene language.

3. Harassing, insulting and/or attacking others. This also includes conversations, e-mail, instant messages, and postings at home that are brought into the school. Cyber-bullying will not be tolerated in school. It is disruptive to the education of students.
4. Damaging computers, computer systems or computer networks. This includes creating or willfully disseminating computer viruses.
5. Adjusting, changing or viewing computer system configurations or settings in any way.
6. Violating copyright laws.
7. Using another's password.
8. Trespassing into another's folder, work or files.
9. Intentionally wasting limited resources.
10. Downloading files from the Internet (either to the student's H:\ drive on the server or to a workstation's hard drive), installing or running software, unless specifically instructed to do so by a DeRuyter Central School faculty or staff member.
11. Employing the network for commercial purposes.
12. Sending, displaying and distributing messages, materials or pictures containing adult material or material that threatens or intimidates a person or group of people on the basis of their sex, race, color, religion or national origin.
13. Removing/moving, unplugging, altering, or adding equipment or software to the computers or network without the approval of the network administrator. This includes wireless equipment.
14. Connecting personal technology equipment or media, such as, but not limited to, laptops, flash drives, CD-ROMS, etc., to the computers or network without prior approval from the classroom teacher or network administrator. Any personal technology equipment or media must go through a thorough scanning process to prevent the potential spread of viruses or damaging applications.

The Internet contains essentially unregulated sources of information and communication. Furthermore, some material accessible via the Internet may contain items, which are illegal, defamatory, inaccurate, or potentially offensive to some people. While it is the District's position to make Internet access available only to further educational goals and objectives, students may find ways to access other material as well. As school officials have no control over the information available through the Internet, the District cannot be responsible for restricting, monitoring or controlling the communications of the individuals utilizing these services. Ultimately, parents and guardians of minors are responsible for setting and conveying standards that their children should follow when using these information sources.

While storage areas of the school computer network may be treated like school lockers, users should not expect their files stored on District servers or computers to be private in nature. Network administrators and school authorities may review files and communications to maintain system

integrity to ensure that users are using the system responsibly. Student use of the Internet, sites visited, time on the site, and location of the computer within the school is recorded and monitored. In order to access the Internet, permission from an adult will be sought by the student. Adults in the building will be observant of the sites students are visiting. Each time a student logs on to a district computer, an acceptance of responsibility statement will appear. Students are responsible for their conduct.

Consequences for Violation of Computer Usage:

1. Violations may result in suspension and/or revocation of student access to the District's computer system as determined in accordance with appropriate due process procedures.
2. Additional disciplinary action may be determined at the building level in accordance with existing practices and procedures regarding inappropriate language or behavior, as well as federal, state and local law.
3. When applicable, law enforcement agencies may be involved.

Office Computers – No student Use

The computers used by office staff containing student and staff data, are restricted from student use (i.e. nurse, elementary office, MS/HS office, guidance/attendance office).

Library Media Center

The DeRuyter Central Library empowers students to be passionate learners and responsible citizens by ensuring that students and staff are effective users of ideas and information.

(adapted from the DCS Mission Statement and AASL's *Empowering Learners*, 2009)

Library Media Specialist (LMS): Ms. Jones

Library Aide: Mrs. Hyde

LMC Policies

- Be respectful to/of:
 - LMC staff
 - other students and teachers
 - LMC material and equipment
- Come prepared and ready to work (or read) for the entire period
- Electronics (phones, iPods, etc.) are for approved, educational use only
- Students coming to the LMC outside of scheduled class times:
 - must have a pass
 - must sign in when they arrive
 - must sign out and have a pass if they leave before the end of the period
 - may be removed from the LMC if unable/unwilling to adhere to LMC policies
- All materials checked out from the LMC are the responsibility of the patron.
 - Lost/damaged materials must be paid for (or replaced, with LMS approval).
 - Patrons with overdue (or non-paid for lost/damaged items) may need approval from the LMS to check out materials.
- LMC material loans:
 - PK - K: 1 book for 1 week (2 books for 1 week after 25 returns)
 - 1st - 2nd: 2 items for 1 week
 - 3rd - 5th: 3 items for 1 week
 - 6th - 12th: 4 items for 2 weeks
 - audio-books and videos: students may have only one checked out at a time

- Inter Library Loan (ILL) items: determined by loaning library (generally 2 weeks)
- Additional policies and procedures may be established throughout the year in order to maintain a positive learning/working environment, or to accommodate specific situations.

Sexual Harassment of Students

The Board of Education affirms its commitment to non-discrimination and recognizes its responsibility to provide for all District students an environment that is free of sexual harassment and intimidation. Sexual harassment is a violation of law and stands in direct opposition to District policy. Therefore, the Board prohibits and condemns all forms of sexual harassment by employees, school volunteers, students, and non-employees such as contractors and vendors which occur on school grounds and at all school-sponsored events, programs and activities including those that take place at locations off school premises. Generally, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication of a sexual nature when:

- a) Submission to or rejection of such sexually harassing conduct and/or communication by a student affects decisions regarding any aspect of the student's education, including participation in school-sponsored activities;
- b) Conditions exist within the school environment that allow or foster obscene pictures, lewd jokes, sexual advances, requests for sexual favors or other harassing activities of a sexual nature; and
- c) Such conduct and/or communication has the purpose or effect of substantially or unreasonably interfering with a student's academic performance or participation in an educational or extracurricular activity, or creating an intimidating, hostile or offensive learning environment; and/or effectively bars the student's access to an educational opportunity or benefit.

The Board acknowledges that in determining whether sexual harassment has occurred the totality of the circumstances, expectations, and relationships should be evaluated including, but not limited to, the ages of the harasser and the victim; the number of individuals involved; and the type, frequency and duration of the conduct. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from a third party such as a school visitor, volunteer, or vendor, or any other individual associated with the School District. Sexual harassment may occur from student-to-student, from staff-to-student, from student-to-staff, as well as staff-to-staff.

In order for the Board to enforce this policy and to take corrective measures as may be necessary, it is essential that any student who believes he/she has been a victim of sexual harassment in the school environment, as well as any other person who is aware of and/or who has knowledge of or witnesses any possible occurrence of sexual harassment, immediately report such alleged harassment; such report shall be directed to or forwarded to the District's designated complaint officer(s) through informal and/or formal complaint procedures as developed by the District. Such complaints are recommended to be in writing, although verbal complaints of alleged sexual harassment will also be promptly investigated in accordance with the terms of this policy. In the event that the complaint officer is the alleged offender, the report will be directed to the next level of supervisory authority.

Upon receipt of an informal/formal complaint, the District will conduct a thorough investigation of the charges. To the extent possible, within legal constraints, all complaints will be treated as

confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges, and any disclosure will be provided on a "need to know" basis.

Based upon the results of the investigation, if the District determines that an employee and/or student has violated the terms of this policy and/or accompanying regulations, immediate corrective action will be taken as warranted. Should the offending individual be a student, appropriate disciplinary measures will be applied, up to and including suspension, in accordance with District policy and regulation, the Student Code of Conduct, and applicable laws and/or regulations. Should the offending individual be a school employee, appropriate disciplinary measures will be applied, up to and including termination of the offender's employment, in accordance with legal guidelines, District policy and regulation, and the applicable collective bargaining agreement(s). Third parties (such as school volunteers, vendors, etc.) who are found to have violated this policy and/or accompanying regulations will be subject to appropriate sanctions as warranted and in compliance with law.

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of sexual harassment. Follow-up inquiries shall be made to ensure that harassment has not resumed and that all those involved in the investigation of the sexual harassment complaint have not suffered retaliation.

Regulations will be developed for reporting, investigating and remedying allegations of sexual harassment. An appeal procedure will also be provided to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable complaint officer(s).

Such regulations will be developed in accordance with federal and state law as well as any applicable collective bargaining agreement(s).

The Superintendent/designee(s) will affirmatively discuss the topic of sexual harassment with all employees and students, express the District's condemnation of such conduct, and explain the sanctions for such harassment. Appropriate training and/or "awareness" programs will be established for staff and students to help ensure knowledge of and familiarity with the issues pertaining to sexual harassment in the schools, and to disseminate preventative measures to help reduce such incidents of prohibited conduct. Furthermore, special training will be provided for designated supervisors and managerial employees, as may be necessary, for training in the investigation of sexual harassment complaints.

A copy of this policy and its accompanying regulations will be available upon request and may be posted at various locations in each school building. The District's policy and regulations on sexual harassment will be published in appropriate school publications such as teacher/employee handbooks, student handbooks, and/or school calendars.

Legal References:

Title IX of the Education Amendments of 1972,
20 United States Code (U.S.C.) Section 1681 et seq.

42 United States Code (U.S.C.) Section 1981(a)
29 Code of Federal Regulations (C.F.R.)
Section 1604.11(a)

34 Code of Federal Regulations (C.F.R.)
Section 100 et seq.

Title VII of the Civil Rights Act of 1964,
42 United States Code (U.S.C.) Section 2000e et seq.
Executive Law Sections 296 and 297

Tobacco Free School Policy

Rationale: The School Board recognizes its responsibility to promote the health, welfare and safety of students, staff and others on school property. The health hazards of tobacco use have been well documented. This policy is established to:

- reflect and emphasize the hazards of tobacco use;
- be consistent with state and federal laws;
- protect the health and safety of all students, staff and visitors;
- supplement the prevention curriculum taught in the classroom; and
- set a non-tobacco use example by adults

To support and model a healthy, pro-active tobacco-free environment for everyone the School Board establishes the following policy:

Tobacco Use Prohibited: No person shall use, possess, sell or distribute and e-cig, jewel or a Tobacco Product at anytime, anywhere on school property, in or on a School Bus or in any vehicles used to transport children or school personnel, in any vehicle (public or private) while on school grounds, or at any School Function. Possession of tobacco products and paraphernalia, as well as tobacco promotional items is prohibited by students at all times.

A Tobacco promotional item: is any object that has a brand, logo or other identifier including, but not limited to, clothing, hats, bags, accessories, gear, lighters and other personal articles.

Tobacco Prevention and Education:

Instruction to discourage the misuse of tobacco shall be implemented through all secondary health education programs and all elementary classrooms according to the needs and abilities of the pupils at successive grade levels. Staff responsible for teaching tobacco-use prevention shall have adequate training and participate in ongoing professional development activities to effectively deliver the education program as planned.

Tobacco advertising is prohibited on school property, grounds, at any school-sponsored event or activity off campus, and in all school-sponsored publications. The school will request tobacco ad-free editions of all publications in school libraries. School acceptance of gifts, funding, or parent/classroom educational materials from the tobacco industry are prohibited.

Tobacco cessation resources will be made available to staff, students, and visitors.

Communication: Signs communicating this policy shall be prominently posted on all building entrances, grounds, athletic fields, parking lots and vehicles.

The District shall also notify students, parents/guardians, staff, contractors and other school visitors annually of the tobacco free policy in written materials including, but not limited to, handbooks, manuals, contracts, newspapers, programs, school website and newsletters.

Enforcement: All administrators and school employees are expected to enforce the tobacco free policy. Students and visitors are encouraged to inform school employees if they see tobacco use on school grounds.

Student violations of this policy will lead to disciplinary action per the student code of conduct, including an alternative to suspension program. Any tobacco products or paraphernalia found in possession of a student will be confiscated and discarded.

Employee violations of this policy will lead to disciplinary action in accordance with personnel policies and may include verbal warning and/or written reprimand.

Violations of the policy by others will result in the following disciplinary action:

1. Verbal request to adhere to policy
2. If person refuses to stop, they will be asked to leave the premises
3. If person refuses to leave, refer to local authorities for trespassing

All student, school personnel and visitors are responsible for adhering to this policy at all times.

Legal References:

NYS Education Law, Article 9, Section 409. School building regulations in relation to health and safety.
NYS Education Law, Article 17, Section 804. Health education regarding alcohol, drugs, tobacco abuse and the prevention and detection of certain cancers.
NYS Department of Education, Commissioner's Regulations, Subchapter G, Part 135. Health, Physical Education and Recreation
NYS Public Health Law, Article 13-E, Section 1399. Regulation of smoking in certain public areas (Clean Indoor Air Act)
U. S. Department of Education—No Child Left Behind, Title IV C, Sections 4301 – 4304, Part A. Safe and Drug-Free Schools and Communities

Consequences for Violating the Tobacco Policy

Usage of Tobacco Products

Disciplinary Consequences for use of Tobacco Products:

- | | |
|-----------------|--|
| 1 st | 1 day OSS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 2 nd | 2 days OSS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 3 rd | 3 days OSS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 4 th | 5 days OSS, informal or formal Superintendent's hearing and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 5 th | Formal Superintendent's hearing plus consequences per the Athletic/Extra-Curricular Code of Conduct |

Possession of Tobacco Products/Paraphernalia

Disciplinary Consequences for possession of Tobacco Products/Paraphernalia

- | | |
|-----------------|---|
| 1 st | 1 day ISS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 2 nd | 2 days ISS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 3 rd | 2 days OSS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 4 th | 3 days OSS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 5 th | 5 days OSS, informal or formal Superintendent's hearing plus consequences per the Athletic/Extra-Curricular Code of Conduct |
| 6 th | Formal Superintendent's hearing plus consequences per the Athletic/Extra-Curricular Code of Conduct |

Alcohol and Substance Abuse Policy

The regulations regarding use of illegal substances and alcohol are outlined as follows:

- All school staff that suspects a student of misuse or of being under the influence of illegal substances or alcohol on school property will report it to the Principals immediately and relate in confidence the facts concerning the case.
- The Principals will conduct an investigation into the matter and document all information obtained.
- The Superintendent or Principal will call a Law Enforcement Agency and the parents of the student if the information appears to be substantial that a crime has been committed.
- The Law Enforcement Agency will conduct their own investigation and gather evidence to discover if a crime has been committed and proceed to court at their own discretion. (If student is under eighteen years of age, the parent will be in attendance during the interview with the student if conducted on school property.)
- The school administration will use such form of punishment as is deemed necessary and advisable for violations of the law and school rules and regulations such as out of school suspension, in-school suspension, etc., but in all cases will attempt to find help through social agencies and the parents for the offenders.

Any student who is apprehended in school with illegal substances or alcohol in his/her possession will be disciplined as follows:

If the drug has been prescribed by a doctor for the student's consumption during school hours, the medicine will be placed in the health office and the school nurse will administer it to the student. The parents will be notified of the incident and told that any future violations of this sort will result in disciplinary action.

Possession of Alcohol

- Suspension immediately for five days
- The parents will be requested to come and remove him/her from school
- Principal will contact Superintendent if further disciplinary action is deemed necessary
- May be contacted by appropriate law enforcement authorities

Use, Possession, Sale and/or Distribution of Illegal Substances (Including Paraphernalia with Drug Residue)

- Parents will be called to come to school immediately
- The substance will be turned over to the appropriate law enforcement agency
- Immediate suspension from school for five days
- The student may be requested to attend an informal or formal Superintendent's hearing prior to return to school

Under the Influence of Other Illegal Substances

- Immediate suspension
- The parents will be requested to come and get the student immediately

- The Principal may require a Superintendent's hearing if it is deemed warranted for further disciplinary action

Prohibited Substances & Consequences for Athletic/Extra Curricular Activities (also on page 70)

Use or possession of these substances in any form at any time during the sports season or extra-curricular activity is prohibited.

- A. Alcoholic beverages
- B. Tobacco Products
- C. Illegal Substances

Consequences

1st Offense during a school year – Suspension from the team and/or DCS extra-curricular activity for 10 calendar days. There will also be a required conference with the student, parents, Athletic Director/Activity Advisor and Principal. The student will be referred to a counseling program

2nd Offense during a school year – Dismissal from sport and/or DCS extra-curricular activity/club for at least 45 calendar days and a conference to occur with student, parents, Athletic Director/Activity Advisor and Principal. The student will be referred to a counseling program

- D. Marijuana
- E. Abusive non-prescription drugs, prescription drugs or use of performance enhancing drugs
- F. Narcotics, Barbiturates, Inhalants, Hallucinogens, Synthetic Drugs

1st Offense during a school year – Suspension from the team and/or DCS extra-curricular activity for 45 calendar days. There will also be a required conference with the student, parents, Athletic Director/Activity Advisor and Principal. The student will be referred to a counseling program

2nd Offense during a school year – Dismissal from sport and/or DCS extra-curricular activity/club for 60 calendar days and a conference to occur with student, parents, Athletic Director/Activity Advisor and Principal. The student will be referred to a counseling program

Reporting Violations of the Code of Conduct

Any student observing another violating this Code of Conduct on District property or at a District function shall report this information immediately to a District staff member, administrator or supervising adult. Any teacher, administrator, employee, Board of Education member, or other person may report a violation of the student disciplinary code to the Building Principal or his or her designee. The Principal may then make an investigation of the charges as deemed appropriate and institute an informal or disciplinary proceeding, and/or make a referral to the Committee on Special Education, as deemed necessary. Any weapons, alcohol, or illegal substances found shall be confiscated immediately, followed by notification of local law enforcement agency and the parents or legal guardian of the student involved. Appropriate disciplinary action will be taken, up to and including permanent suspension and referral for prosecution.

An Administrator will notify the appropriate local law enforcement agency by phone or in person of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the administrator learns of the violation. The notification must identify the student(s) and explain the conduct that violated the Code of Conduct and constituted a crime. The Building Principal must also notify promptly the appropriate local law enforcement agency when such administrator, believes that any harassment, bullying or discrimination may constitute criminal conduct.

Reporting Discrimination, Harassment, Bullying and Cyberbullying

The Building Principal is the school employee charged with receiving all reports of harassment, bullying and discrimination; however, students and parents may make an oral or written complaint of harassment, bullying or discrimination to any teacher, administrator or school employee.

The District will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment, bullying and cyberbullying; and will promptly take appropriate action to protect individuals from further discrimination, harassment, bullying and cyberbullying.

It is essential that any student who believes he/she has been subjected to discrimination, harassment, bullying or retaliatory behavior, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence, immediately report same to any staff member or administrator. The staff member/administrator to whom the report is made (or the staff member/administrator who witnesses or suspects bullying/cyberbullying behavior) shall document and take appropriate action, address the immediacy of the situation and shall promptly report in accordance with the following paragraphs.

Upon receipt of a complaint (even an anonymous complaint), or if a school employee otherwise learns of any occurrence of possible conduct prohibited by this policy, the school employee shall promptly and orally notify the school principal no later than one day after such school employee witnesses or receives the complaint or learns of such conduct. Such school employee shall also file a written report with the school principal no later than two school days after making such oral report.

After receipt of a complaint, the Building Principal shall lead or supervise a thorough investigation of the alleged harassing, bullying and/or retaliatory conduct. The Principal or the Principal's designee shall ensure that such investigation is completed promptly and investigated in accordance with the terms of district policy. All complaints shall be treated as confidential and private to the extent possible within legal constraints.

Based upon the results of this investigation, if the district determines that a school official, employee, volunteer, vendor, visitor and/or student has violated the district's Code of Conduct or a material incident of harassment, bullying and/or discrimination has occurred, immediate corrective action will be taken as warranted, it will take prompt action reasonably calculated to end the violation, 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 violation was directed.

As a general rule, responses to acts of harassment, bullying and/or discrimination against students by students shall incorporate a progressive model of student discipline that includes measured, balanced and age appropriate remedies and procedures that make appropriate use of prevention, education, intervention and discipline, and considers among other things, the nature and severity of the offending student's behavior(s), the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the student's behaviors had on the individual(s) who was physically injured and/or emotionally harmed. Responses shall be reasonably calculated to end the harassment, bullying, and/or discrimination, prevent recurrence, and eliminate the hostile environment.

Retaliation against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, cyberbullying and/or discrimination is prohibited.

In the event that the Principal is the alleged offender, the report will be directed to the Superintendent.

All complaints of alleged harassing, bullying (including cyberbullying) and/or retaliatory conduct shall be:

1. Promptly investigated in accordance with the terms of District Policy;
2. Forwarded to the school building's Dignity Act Coordinator for monitoring;
and
3. Treated as confidential and private to the extent possible within legal constraints

The Principal of each school in the District shall provide an annual report to the Superintendent on data and trends related to harassment, bullying and/or discrimination in accordance with applicable statutes and regulations.

Ranges of Consequences for Behavior Related Offenses

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

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

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

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

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

The listed sanctions are advisory, and as a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. However, the district may impose any level of discipline, even for a first violation, that is proportionate to the misconduct at issue.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the building Principal and, if warranted, shall be administered consistent with the separate requirements for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall be disciplined according to a manifestation determination process.

Although not all-inclusive, the following list of offenses on school property or at a school function may result in disciplinary action, the range of which is further described below. Students who are found to have violated the district's Code of Conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

| I | II | III |
|---|---|---|
| Options -Warning/Verbal Reprimand -Time-Out or Out of classroom -Loss of Privilege -Conference with Student -Communicate with parent -Detention (Lunch & After School) -Restricted to Study Hall -Counseling -*Restitution | Options -Removal from Class -*Suspension -In-School -Out of School -*Police Notification -*Removal from school property -*Saturday Detention | Options -*Alternative Placement -**Permanent Suspension *Administrator Action Only **Superintendent action only |

Offenses and Consequences

| <u>Offense</u> | <u>Definition</u> | <u>Range Of Consequences</u> |
|---|---|-------------------------------------|
| Absence (unlawful) | An absence for a day or any portion of a day for any reason other than those cited unlawful and/or failure to bring a note by a parent/guardian to verify a lawful absence. | I-II |
| Alcohol/Illegal Substance Violation | Possession, distribution, consumption, being under the influence, or sale of illegal substances or alcoholic beverages (including synthetic drugs), drug paraphernalia, or prescribed medication without district authorization on school property, at a school function, on a school bus or in a school vehicle. | II-III |
| Arson/Fire | Attempting to, aiding in, or setting fire to a building or other property. | II-III |
| Cyberbullying | As defined in this Code of Conduct | I-II-III |
| Cheating/Academic Dishonesty | Copying, plagiarizing, altering records, or assisting another in such actions. | I-II |
| Computer/Electronic Communication Misuse | Any unauthorized use of computers, software, or internet/intranet account to access internet/intranet; accessing another's e-mail or an appropriate website, misuse of a website. | I-II |
| Cutting Class | Illegal absence from a class or school activity. | I-II |
| Defamation | False or unprivileged statement or representation about an individual or identifiable group or individuals that harm the reputation of the person or the identifiable group. | I-II |
| Destruction of Property/Vandalism | Damage, destruction, or defacement (graffiti) of property belonging to another or the school. | II-III |
| Discrimination | As defined in this Code of Conduct | I-II-III |
| Disrespect Toward Others | Inappropriate comment or physical gesture to a student, teacher, staff member, or other adult. | I-II |
| Disorderly Conduct | Behavior disturbing the atmosphere or order, to include obstructing or restraining the authorized or lawful movement or participation of another. | I-II-III |
| Disruption-Classroom | Behavior that is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. | I-II-III |
| Disruption-School | Behavior that interferes with the safe and orderly environment of the school or school activity. | I-II-III |
| Driving/Parking | Failure to obey all state, district, and campus traffic and | I-II |

| <u>Offense</u> | <u>Definition</u> | <u>Range Of Consequences</u> |
|---|--|------------------------------|
| Electronic Devices | Use of electronic devices (cell phones, iPods, MP3's, etc.) during the school day without the permission of a staff member. | I-II |
| Failure to Serve Assigned Consequences | Failure to serve detention, suspension or consequences. | I-II-III |
| False Alarms/Bomb Threats | Initiating a report or warning of fire, or catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher. | II-III |
| Fighting | A hostile confrontation with physical contact involving two or more students. | II-III |
| Fireworks or Explosives | Possession, use, and/or threat to use a firework, smoke bomb, flare or combustible or explosive substance. | II-III |
| Gambling | Wagering money or property. | I-II |
| Harassment and/or Bullying | As defined in this Code of Conduct | I-II-III |
| Hazing | As defined in this Code of Conduct | II-III |
| Indecent Exposure | Exposing private parts of the body in a lewd or indecent manner. | II-III |
| Insubordination | Refusing to follow reasonable requests of teachers, staff or administration, including failure to identify self or knowingly providing false information. | I-II-III |
| Leaving School Grounds Without Permission | Leaving school grounds during regular school hours w/out written or verbal permission from parent/guardian AND administrator. | I-II-III |
| Loitering | Idle presence in an area without authorization. | I-II |
| Physical Attack on Staff/Students/Others | Assault, or aggressive physical action, directed at students, staff, or others, including a situation where a staff member is intervening in a fight or other disruptive activity. | II-III |
| Possession of Disruptive Items | Unauthorized possession of a sound box, laser pointer, squirt gun, water balloon, personal audio device, or any other disruptive item. | I-II |
| Possession of Electronic Devices | Electronic devices (cell phones, iPods, MP3's, etc.) are to be powered off as soon as students enter the school building and should not be visible or used during the school day without the permission of a staff member. | I-II |
| Possession of | Use of unauthorized possession of a skateboard, scooter, or | I-II |

Skateboards/ rollerblades on school property.
Rollerblades/scooters

Profanity Using vulgar or abusive language, cursing, or swearing I-II-III

| <u>Offense</u> | <u>Definition</u> | <u>Range Of Consequences</u> |
|---------------------------------------|--|------------------------------|
| Sexual Harassment | Unwanted and inappropriate verbal, written, or physical conduct of a sexual nature directed toward another person. | I-II-III |
| Tardiness | Lateness to school or class. | I-II |
| Threat to Staff, Peer or other Person | Expression, conveyed or evidenced by word or action that shows intent to abuse intimidate, coerce, or injure a staff member, student, or other person, including on social media | I-II-III |
| Tobacco Violation | Possession, sale, distribution or use of any tobacco product. as defined in this Code of Conduct | I-II |
| Trespassing | Unauthorized presence on school property, including while on suspension. | I-II |
| Truancy | Unlawful absence without parental knowledge and/or permission. | I-II-III |
| Weapon Possession | Possession of a weapon (see Code of Conduct for definition). | II-III |

Permissible Penalties

Initiation of Student Discipline Proceedings

Any teacher, administrator, Board Member, parent or other person may report a violation of the Student Disciplinary Code to the building Principals. The Principals shall then make such investigation of the charges, as he/she deems appropriate, and take whatever actions deemed necessary.

This policy and the Board's Rules and Regulations for the Maintenance of Public Order on School Property shall be publicized and explained to all students, and provided in writing to all parents on an annual basis.

Procedures

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

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

Detention

Teachers, Principals and/or the Superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Parents will be notified that after school detention has been assigned prior to a student attending. Detention will be scheduled on Tuesdays and Wednesdays, with transportation home.

Suspension from Transportation

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

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

Suspension from Athletic Participation, Extra-Curricular Activities and Other Privileges

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

In-School Suspension (ISS)

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

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

Teacher Disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the Principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

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

A classroom teacher may remove a disruptive student from class for up to three days. The removal from class applies to the class of the removing teacher only.

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

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

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

Within 24 hours, if the student is assigned to ISS, the Principal or other district administrator designated by the Principal must notify the student's parents by phone, that the student has been removed from class and why. The administrator must also inform the parent that he or she has the right, upon request, to meet informally with the Principal or the Principal's designee and the teacher to discuss the reasons for the removal.

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

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

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

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

The Principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business the next day following the 48 hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the Principal makes a final determination pursuant to Education Law §3214 (3-a)(c), or the period of removal expires, whichever is less.

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

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the Principal or the Chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

Suspension from School

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

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the Building Principals.

Any staff member may recommend to the Superintendent or the Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal or the Superintendent for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as practical by the staff member recommending the suspension.

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

In the event of a student's suspension prior to or concurrent with snow days or other emergency days, the student's suspension will resume the first school day immediately following the snow day or other emergency day.

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the District will take immediate steps to ensure the provision of continued educational programming and activities, including alternative educational programs appropriate to individual student needs.

The following procedures will apply to suspensions of students from school:

Short-term (five days or less) Suspension from school

When the Superintendent or Principal (referred to as the "suspending authority") propose to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214, the suspending authority must immediately notify the student orally. If the student denies the misconduct,

the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents/guardians in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents/guardians. Where possible, notice should also be provided by telephone if the District has been provided with a telephone number(s) for the purpose of contacting the parents/guardians.

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

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

After the conference, the Principal shall promptly advise the parents/guardians in writing of his or her decision. If the parents are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Commissioner of Education within thirty (30) days of the decision.

Long-term (more than five days) Suspension from School

When the Superintendent or Building Principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents/guardians of their right to a fair hearing. At the hearing, the student shall have the right to present witnesses and other evidence on his or her behalf.

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

An appeal of the decision of the Superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within thirty (30) days of the date the Superintendent's decision, unless the parents/guardians can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within thirty (30) days of the decision.

Permanent Suspension

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

Minimum Periods of Suspension

Students who bring a weapon to school

NOTE: The Federal Gun-Free Schools Act of 1994 (20 USC §8921) requires all states that receive funds under the Elementary and Secondary Education Act of 1965 to have a law that requires school districts to suspend students who bring weapons to school for a minimum of one calendar year. Section 3214(3) (d) of the Education Law has been amended to comply with the federal law. The federal law defines :weapon” somewhat narrowly. (See 18 USC §914)

The U.S. Department of Education, the federal agency responsible for overseeing the implementation of the Gun-Free Schools Act, has stated that local school districts may decide to broaden their definition to include other weapons as well.

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

1. The student's age.
2. The student's grade in school.
3. The student's prior discipline record.
4. The Superintendent's belief that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others
6. Other extenuating circumstances.

The Superintendent is required to refer the following students to the County Attorney (or the County Presentment Agency if not the County Attorney) for a juvenile delinquency proceeding before the Family Court:

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

The Superintendent is required to refer students over the age of 16 or any student 14 or 15 years old who qualifies 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 District property (as defined in section 220.00 [14] of the Penal Law) qualifies for juvenile offender status under subdivision forty-two of section 1.20 of the Criminal Procedure Law.

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

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

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

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

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

Permanent Suspension

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

Collaboration with Community Resources and Law Enforcement**A. Human Services Agencies and Person in Need of Supervision (PINS) Petitions**

When there is evidence of educational neglect, the building Principal, in consultation with the Superintendent, shall determine whether a report to the appropriate agency is warranted.

When there is evidence of child abuse, neglect, or maltreatment, all mandated reporters shall follow the procedures established by law and District Policy.

When a student is frequently absent from or tardy without valid excuse; is habitually disobedient, ungovernable, or non-compliant with this Code of Conduct; or is in possession of marijuana in violation of the Penal Law; then the building Principal, in consultation with the Superintendent, may initiate the pre-PINS diversion process with the appropriate county lead agency. If the District is notified by the responsible county lead agency that no further diversion services are warranted, the building Principal, in consultation with the Superintendent, shall determine whether to initiate a PINS petition in Family Court.

B. Law Enforcement Agencies and Juvenile Delinquency Complaints

An Administrator will notify the appropriate local law enforcement agency by phone or in person of those code violations that constitute a crime, including but not limited to incidents of harassment, bullying, and/or discrimination, and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the administrator learns of the violation. The notification must identify the student(s) and explain the conduct that violated the Code of Conduct and constituted a crime. When an act is reported to a local law enforcement agency as a possible crime, it remains the responsibility of the building administrator to collect the information necessary to make a determination as to the appropriateness of disciplinary consequences under this Code.

In general, the person against whom the criminal act was directed should be identified as the complainant where the district attorney decides to initiate a criminal complaint or juvenile delinquency petition. The District, or a District employee in their official capacity, may only be identified as the complainant when the Superintendent determines that it is appropriate to proceed in that manner.

Discipline of Students with Disabilities

The board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities have 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.

Suspensions or Removals of Students with Disabilities

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

The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

Generally, disciplinary actions will be in accordance with the procedures of the *Student Code of Conduct* for all students with disabilities; however, for suspensions or removals up to ten (10) school days in a school year that do not constitute a disciplinary change in placement, students with disabilities must be provided with alternative instruction or services on the same basis as non-disabled students of the same age.

If suspension or removal from the current educational placement constitutes a disciplinary change in placement because it is for more than ten (10) consecutive school days or constitutes a pattern, a manifestation determination must be made. The District determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

Manifestation Determinations

A review of the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability must be made by a manifestation team immediately, if possible, but in no case later than ten (10) school days after a decision is made:

- a) By the Superintendent to change the placement to an interim alternative educational setting (IAES);
- b) By an Impartial Hearing Officer (IHO) to place the student in an IAES; or
- c) By the Board, District Superintendent, Superintendent or Building Principal to impose a suspension that constitutes a disciplinary change of placement.

The manifestation team will include a representative of the District knowledgeable about the student and the interpretation of information about child behavior, the parent and relevant members of the CSE. The parent must receive written notice prior to the meeting to ensure that the parent has an opportunity to attend.

The manifestation team will review all relevant information in the student's file including the student's individualized education program (IEP), any teacher observations, and any relevant information provided by the parents to determine if: the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or the conduct in question was the direct result of the District's failure to implement the IEP. If the team determines the conduct in question was the direct result of failure to implement the IEP, the District must take immediate steps to remedy those deficiencies.

Finding of Manifestation

If it is determined, as a result of this review, that the student's behavior is a manifestation of his/her disability the CSE will conduct a functional behavioral assessment, if one has not yet been conducted, and implement or modify a behavioral intervention plan.

Functional behavioral assessment (FBA) means the process of determining why the student engages in behaviors that impede learning and how the student's behavior relates to the environment.

Behavioral intervention plan (BIP) means a plan that is based on the results of a functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

Unless the change in placement was due to behavior involving serious bodily injury, weapons,-drugs or controlled substances, the student must be returned to the placement from which the student was removed unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

No Finding of Manifestation

If it is determined that the student's behavior is not a manifestation of his/her disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration for which they would be applied to students without disabilities, subject to the right of the parent/person in parental relation to request a hearing objecting to the manifestation determination and the District's obligation to provide a free, appropriate public education to such student.

Provision of Services Regardless of the Manifestation Determination

Regardless of the manifestation determination, students with a disability shall be provided the services necessary for them to continue to participate in the general education curriculum and progress toward meeting the goals set out in their IEP. They must also receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications designed to address the behavior violation so it does not recur:

- a) For subsequent suspensions or removals for ten (10) consecutive school days or less that in the aggregate total more than ten (10) school days in a school year but do not constitute a disciplinary change of placement school personnel, in consultation with at least one (1) of the student's teachers, will determine the extent to which services are needed;
- b) For suspensions or other disciplinary removals in excess of ten (10) school days in a school year which do constitute a disciplinary change in placement the IAES and services will be determined by the CSE.

Interim Alternative Educational Setting (IAES)

Students with disabilities who have been suspended or removed from their current placement for more than ten (10) school days may be placed in an IAES which is a temporary educational setting other than the student's current placement at the time the behavior precipitating the IAES placement occurred.

Additionally, an Impartial Hearing Officer in an expedited due process hearing may order a change in placement of a student with a disability to an appropriate IAES for up to forty-five (45) school days if the Hearing Officer determines that maintaining the current placement is substantially likely to result in injury to the students or others.

There are three (3) specific instances when a student with a disability may be placed in an IAES for up to forty-five (45) school days without regard to a manifestation determination:

- a) Where the student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of the District; or
- b) Where a student knowingly possesses or uses drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the District; or
- c) Where a student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the District. Serious bodily harm has been defined in law to refer to one (1) of the following:
 - 1. Substantial risk of death;
 - 2. Extreme physical pain; or
 - 3. Protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

A school function shall mean a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

In all cases, the student placed in an IAES shall:

- a) Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress towards the goals set out in the student's IEP, and
- b) Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

The period of suspension or removal may not exceed the amount of time a non-disabled student would be suspended for the same behavior.

Suspension from BOCES

The BOCES Principal may suspend School District students from BOCES classes for a period not to exceed five (5) school days when student behavior warrants such action.

In-School Suspension

In-school suspension will be used as a lesser discipline to avoid an out-of-school suspension. The student shall be considered present for attendance purposes. The program is used to keep each student current with his/her class work while attempting to reinforce acceptable behavior, attitudes and personal interaction.

BOCES Activities

BOCES activities, such as field trips and other activities outside the building itself, are considered an extension of the school program. Therefore, an infraction handled at BOCES is to be considered as an act within the School District itself.

A student who is ineligible to attend a District school on a given day may also be ineligible to attend BOCES classes. The decision rests with the Superintendent or his/her designee.

Field Trips

The Board of Education recognizes that field trips are an educationally sound and important ingredient in the instructional program of the schools. **All overnight field trips need to be approved by the BOE before December 1st. Field trips that are supplemented by DCS will be open to all eligible students.**

A field trip is any journey by a group of students away from the school premises, under the supervision of a teacher, which is an integral part of an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom. Pertinent information for each field trip, including the date, hours, and destination, will be sent home at least one week prior to the field trip. Parent permission slips will not be necessary for field trips that take place during the normal school day.

*All rules of the Code of Conduct apply during a field trip. These include, but are not limited to, bus rules, behavioral expectations, dress codes, and attendance.

Returning Equipment

It is the student's responsibility to turn in all materials and equipment borrowed from the school in a timely manner. Students who violate this procedure run the risk of further consequences. The school will send a bill to replace the item.

Consequences could be, but not limited too.

- Day of ISS
- Can't attend a school sponsored activity

School Dances/Activities Attendance

- 1) Attendance is limited to currently enrolled DeRuyter Central School students in specifically identified grade levels.
- 2) No student will be allowed to enter more than one half hour after the event/activity has started without prior permission or the permission of an administrator.
- 3) Any student leaving will not be allowed to return to the dance/similar event. The student who leaves early will have to sign out at the door. The student is responsible for notifying their parent/guardian that they are leaving the dance early.
- 4) In events for younger secondary students, no student (grades 6-8) will be allowed to leave prior to the time scheduled for the event to end, unless the student has permission from a chaperone, or from his/her parents who will be appearing in person.

Students Ineligible to Attend the Event/Activity

- 1) Any student suspended (ISS or OSS) from school at the time of the event.
- 2) Students not in attendance at school the day of the event/activity or those students who were illegally tardy.
- 3) Students restricted from activities including those on either the Fail 2 list, or those students on the Fail 1 list who have not attended the after school program.

Guests, Individuals Who Are Not Students at DeRuyter

- 1) Requests for guest passes must be submitted to the Principal by noon on Thursday for dances that are to be held on Friday or Saturday. A list of students bringing guests will be available for the chaperones at the door.
- 2) Guests are expected to arrive and leave the dance with the DeRuyter student and to follow all school rules and policies.
- 3) DeRuyter students who appear at a dance with unexpected guests will not be allowed to enter the activity while the guests remain on school property.
- 4) All DCS guests must be under 21 years of age and provide a photo identification card if requested by an administrator.

Graduation Requirements

Who is eligible?

- Any student that has successfully passed and completed the minimum 22 credits according to New York State Education Department
- Any student that has completed programs affiliated with DeRuyter Central School (i.e. Alternative High school)
- Any student that will be receiving a Regents/Local/IEP diploma from DeRuyter Central School.
- Home school students can not participate.
- Foreign exchange students are eligible if they qualify as a senior and will receive an honorary diploma from DeRuyter Central School.

Parental notification

- Communication is extremely important especially for seniors who are in jeopardy of not successfully completing their senior year. The following steps will be followed in an attempt to communicate concerns and issues with the appropriate parents/guardians.
 - 15 week reports- parents will be notified via phone call and letter
 - 20 week reports- parents will be requested to attend parent/teacher conference
 - 25 week reports- certified letter will be sent expressing concerns and parent conference recommended
 - 30 week reports- certified letter will be sent expressing concerns and parent conference recommended
 - 35 week reports- certified letter will be sent expressing concerns and parent conference recommended
 - 40 weeks reports- parent will be notified via phone call and letter upon final results of course work and if necessary summer school arrangements will be made
- **If a student does not meet the requirements to participate in graduation at the end of his/her senior year, but successfully passes and completes the necessary courses they will be invited to participate in the following year's graduation ceremony only.**

Promotion Policy for Grades 6-8

Middle School Promotion Practices

The promotion practices at the middle school level are based on an evaluation of the total needs of the individual student. At times it may be necessary for a student to repeat a grade or coursework in order for students to establish a strong foundation in each course/grade to move on to the next level of work. Having a child repeat a grade is a serious decision and must be based on sound evidence. The following guidelines are used when considering retaining students:

- If a student fails one core course (ELA, math, science, social studies, language other than English) the student will pass the grade but it will be recommended that he/she attend summer school.
- If a student fails two or more core courses summer school will be required and the student will need to pass at least one course.
- If a student fails three courses a student will be required to attend summer school and pass two courses.
- If a student fails four or more courses the student may not be promoted to the next grade level.

It is the practice of DCS that a targeted plan and instructional support will be provided to students who are in danger of failing in order to close the learning gap. The plan will also address the social and emotional needs of the student.

Promotion Policy for Grades 9-12

In order for promotion to take place, students in grades 9-12 must be in good academic standing.

A grade of 65 or better is required to receive a passing grade and course credit toward graduation. Any student who fails a class will be encouraged to retake the course in summer school.

Outlined below are the criteria for promotion to that grade level:

Grade 9 – Satisfactory completion of eighth grade course work, and /or faculty recommendation and approval of Principal.

Grade 10- Satisfactory completion of 5 units of instruction of which the student must have 1 unit each of English and Social Studies.

Grade 11 – Satisfactory completion of 11 units of instruction of which the student must have 2 units each of English and Social Studies and 1 unit each of Mathematics and Science.

Grade 12 – Satisfactory completion of 16 units of which the student must have 3 units each of English and Social Studies and 2 units each of Mathematics and Science.

Note: For special circumstances these criteria may be modified with the concurrence of Guidance and the Principal.

Selection of Valedictorian and Salutatorian

Criteria listed below will be used to determine the valedictorian and salutatorian of the senior class of the DeRuyter Central School District.

1. The Valedictorian of DCS will be the student with the highest cumulative grade point average at the end of 7.5 semesters (third quarter of the senior year). The CGPA will be calculated using all credit bearing courses. Advanced Placement and Concurrent College Courses (e.g., TC3) will be weighted 1.1 and Honors Courses will be weighted 1.05.
2. The Salutatorian of DCS will be the student with the second highest cumulative grade point average at the end of 7.5 semesters (third quarter of senior year).
3. An eligible student must attend the DeRuyter Central School District for a minimum of three (3) full academic years, prior to graduation, from grades 9 through 12.
4. Student must be enrolled as a full-time student at the time of graduation.
5. Only the average of grades earned in the DeRuyter Central School District through the third quarter of the senior year will be used to select the final candidate. (Course credits earned in other high schools, in summer schools other than those conducted by DeRuyter Central School District, and post high school college credits will not be used in determining the final selection of a valedictorian or salutatorian.)
6. Eligibility will not be restricted in any way by virtue of the type of courses undertaken by the students.
7. The valedictorian and salutatorian will be afforded the opportunity to speak at commencement. This does not eliminate other students as determined by the school administration from speaking at commencement, i.e., senior class president, president of student association, etc.

DeRuyter Central School National Honor Society Selection Criteria*

Selection of Members

Section 1. The DeRuyter Central School Chapter of National Honor Society shall select and induct students once a year, in the spring.

Section 2. Senior High NHS Candidates must be an entering junior or senior with a minimum GPA of 90% (beginning the 2020-2021 school year), Junior High NHS Candidates must be an entering freshman or sophomore with a minimum GPA of 90%, the only GPA calculation accepted is the one displayed on the official high school transcript.

Section 3. The student must have attended DeRuyter Central School for at least one semester before he/she is eligible for selection.

Section 4. The selection process shall be published and kept on file in the DeRuyter Central School LMC.

Section 5. During April, all candidates who meet the academic eligibility requirements shall receive a letter inviting them to complete a selection form packet and submit it, by the end of April (the date will be announced when the packet is distributed).

Section 6. The completed selection form packet shall be reviewed by a principal-appointed, five member faculty council. Service and Leadership documentation must be signed by the program coordinator unless other permission is given by the advisors. The applicant's Character will also be considered at this time. This includes (but is not limited to) prior instances of cheating/plagiarism, bullying, and/or any referrals on file for poor behavior. The Faculty Council shall consider activities and information which has occurred during the middle/high school years of enrollment only.

Section 7. The Faculty Council shall notify the Principal of all accepted candidates.

Section 8. The advisors shall notify the inductees and/or parents with an invitation to the induction ceremony.

Section 9. An active member of the National Honor Society who transfers to DeRuyter Central School will be accepted for membership in this chapter, after the advisors have verified the transfer student's NHS membership in his/her last school of attendance. To maintain membership the transfer student must meet all continued membership requirements in the DeRuyter Central School NHS Chapter.

Section 10. Non-selection: If a student or parents have questions pertaining to non-selection they must first contact the chapter advisors. Should students or parents still not be satisfied, the next level of discussion should take place with the Principal?

*The DCS National Honor Society Bylaws may be viewed in their entirety in the District Policies Manual.

In-Service Education Programs

The Board of Education will provide in-service education programs for all district staff members to ensure the effective implementation of this Code, to promote a safe and supportive school climate while discouraging, among other things, bullying, discrimination and harassment against students by students and/or school employees and to include safe and supportive school climate concepts in the curriculum and classroom management.

In-service education programs shall also include training on 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, the identification and mitigation of harassment, bullying and discrimination, and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings.

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

CODE OF STUDENT CONDUCT FOR ATHLETIC/EXTRA CURRICULAR PARTICIPATION

Participants in DeRuyter Central School sports and other extra-curricular activities become very special representatives for our school and community. Choosing to be a member of any group representing DCS is a privilege and creates valuable opportunities. It means accepting responsibilities and standards of conduct expected of our participating students. Beginning on his/her first day of participation, all participants are expected to follow the *Code of Student Conduct*, academic eligibility, and the expectations set forth in this document.

I. Acknowledgement Form

In order for a student to participate in athletics and other extra-curricular activities, the parent/guardian and student must sign the Acknowledgement Form and return it to the coach/advisor. Parents, your signature indicates that you have read and understand how your child is expected to behave and the consequences of not doing so. A student may not participate without a signed Acknowledgement Form.

II. School Attendance

In order to participate in extracurricular events after school, the student must be in attendance the entire day (8:00 AM-2:55 PM). If the event is on a Saturday, the student must be in attendance all day the Friday prior to the event. If the event is over a break, the student must be in attendance the last day of school before the break in order to participate at all.

Students are expected to be in school the entire day from 8:00 AM – 2:55 PM. Once a student has been tardy or dismissed early 3 times during a 10 week marking period, a student may not participate in athletic activities (including practices and games) or extra-curricular activities on that day unless they bring a doctor's note to the nurse. If there are no practices, games, events or activities the day the student reaches the third tardy or early dismissal, the student may not participate the next time said activities are held.

If a student is not currently participating in extra-curricular activities or athletics, the student will serve 2 days (90 minutes) of after school detention on the following Tuesday and Wednesday or whenever the after school bus run occurs.

Once the suspension and/or detention has been earned and served, the student's attendance cycle will be reset and the process started above will begin again. Chronic offenders will be referred to the principal for possible additional disciplinary action.

College visitations, when arranged with your guidance counselors, are allowable as defined by NYS Education Department), the student will be allowed to participate subject to approval by the Athletic Director or an administrator. Any student who leaves school due to illness is not eligible for participation that day.

III. Activity Attendance

A. Tryouts:

Each team will conduct a 5 day tryout period.

1. After completion of a team's 5th day of practice, a student who quits a team cannot go out for another team that season.
2. During this 5 day team practice period, a student may choose to quit the first team for which they are trying out, and still go out for a different sport that season – required process:
 - a. The student must first directly tell the coach of the first team that he/she is quitting and what team they will be trying out for, and fill out the appropriate form supplied to them by the coach.
 - b. The student must also directly tell and get the signature of Athletic Director.
 - c. The AD (or High School Principal) will, as soon as possible, so inform the coach of the team for which this student will be trying out.
3. Under such circumstances, a student does not get a second 5 day team practice period and may not try out for another team that season if they quit again.
4. If a student wants to quit a team completely they must first have a meeting with the coach, and the athletic director.
5. If the student does not attend the meeting they will not be allowed to participate in the next sport season.

Missing a practice or arriving late for a practice requires prior permission from the coach/activity advisor or Athletic Director, if the coach is not available.

Consequences – 1st offense - warning and explanation with coach/advisor.

2nd offense - suspension from the next game/activity.

3rd offense – Coach and Athletic Director's decision.

Missing a game/activity requires prior permission from the coach/advisor or Athletic Director, if the coach is not available. If not excused:

Consequences - Suspension from the next game/activity.

IV. Sports Physicals/Injuries

A. All students must have a complete physical examination performed by an accredited medical doctor, or authorized medical practitioner, and be declared fit for the particular activity prior to participating in the athletic activity. Paperwork must be submitted to the school nurse and deemed to meet all necessary requirements; coaches must receive clearance from the nurse before the student athlete will be allowed to practice.

No one may participate without a physical examination

B. Athletes/participants are responsible for reporting all injuries immediately to the Coach/Advisor.

C. If illness or injury causes an absence of five (5) or more consecutive school days, written permission from the student's doctor must be provided to our school nurse before participation can be resumed in athletic competition.

V. Training Regulations and Responsibilities

Student athletes/activity participants must abide by the New York State Public High School Athletic Association rules.

VI. Prohibited Substances

Use or possession of these substances in any form at any time during the sports season or extra-curricular activity is prohibited.

- A. Alcoholic beverages
- B. Tobacco
- C. Illegal Substances

Consequences

1st offense during a school year - Suspension from the team and/or DCS extra-curricular activity for 10 calendar days. There will also be a required conference with the student, parents, Athletic Director/Activity Advisor and Principal. The student will be referred to a counseling program.

2nd offense during a school year - Dismissal from sport and/or DCS extra-curricular activity/club for at least 45 calendar days and a conference to occur with student, parents, Athletic Director/Activity Advisor and Principal. The student will be referred to a counseling program.

- D. Marijuana
- E. Abusive non-prescription drugs, prescription drugs or use of performance enhancing drugs
- F. Narcotics, Barbiturates, Inhalants, Hallucinogens, Synthetic drugs

Consequences

1st offense during a school year – Suspension from the team and/or DCS extra-curricular activity for 45 calendar days. There will also be a required conference with the student, parents, Athletic Director/Activity Advisor and the Principal. The student will be referred to a counseling program.

2nd offense during a school year – Dismissal from the sport and/or DCS extra-curricular activity/club for 60 calendar days and a conference to occur with student, parents, Athletic Director/Activity Advisor and Principal. The student will be referred to a counseling program.

VII. Inappropriate Behaviors

Respectful, responsible behaviors are expected of all participants and athletes.

- a) Any action judged by the Coach/Advisor, Athletic Director or Principal to be contrary to the best interests of the team and the school will not be tolerated.
- i) Copies of discipline referrals will be sent to the Athletic Director for code enforcement.

- b) Displays of un-sportsmanlike behavior will not be tolerated. Such displays may result in immediate loss of participation for the remainder of the event and depending on the severity, loss of participation in all extra-curricular activities.
- c) Foul, vulgar language and gestures will not be tolerated.

Consequences

Disciplinary action will include: warning and/or loss of participation in activity - based upon severity of incident.

- 1st offense: Warning discussion with coach.
- 2nd offense: Loss of 1 activity.
- 3rd offense: Suspension from activity/team for season.

NOTE: An extreme display of inappropriate behavior may result in school suspension or dismissal from the team/activity subject to the judgment of the Coach/Advisor, Athletic Director, and the Principal.

VIII. Academic Eligibility

- A. All participants are expected to strive for their personal best in classroom activity.

Guidelines for Fail 1 and Fail 2 Lists for ALL Students in Grades 6-12

FAIL 1

APPLIES TO ALL STUDENTS IN GRADES 6-12

Students are **restricted** to Study Hall until off the Fail List. Only those students who bring a pre-signed pass from a teacher will be allowed to leave study hall for help from that specific teacher.

- Students must attend a minimum of **four (4)** afterschool study hall sessions in order to be eligible to get off the Fail list.
- Students may attend practice and are permitted to participate in extra-curricular activities *(including but not limited to: school clubs, dances, sports team practices/events/contests, school play, field trips, NYSSMA, All County, and Prom and Class/Senior Trip)* if they **ARE** attending the after school sessions.
- At the end of three weeks (begins the Tuesday after report cards are mailed) **students are responsible for going to their teachers with the academic eligibility form to confirm that they are passing ALL subjects.**
- If the student is **NOT** passing at the end of the three (3) weeks, they will be **ineligible** to participate in extra-curricular activities *(including but not limited to: school clubs, dances, sports events/contests, school play, field trips, NYSSMA, All County, and Prom and Class/Senior Trip)* for the remainder of that **mid mark/marking period**. Students on the Fail 1 List are eligible to attend educational field trips that take place during the school day between 8:00am and 3:00pm.

FAIL 2

APPLIES TO ALL STUDENTS IN GRADES 6-12

- Students in grades 6-12 who are failing **two (2) OR more** courses will be ineligible to participate for the **remainder of the 5-week mid/marking period** in any extracurricular activities, *(including but not limited to: school clubs, dances, sports team practices/events/contests, school play, field trips, NYSSMA, All County, and Prom and Class/Senior Trip)*. Students on the Fail 2 List are eligible to attend educational field trips that take place during the school day between 8:00am and 3:00pm.
- Restricted to Study Hall for **FIVE (5)** weeks. Only those students who bring a pre-signed pass from a teacher will be allowed to leave study hall for help from that specific teacher
- Ineligible students can **ONLY** come off the list if they **ARE** passing all courses at **the end of the mid/marking period (whichever applies)**. **Students are responsible for going to their teachers with the academic eligibility form to confirm that they are passing ALL subjects.**
- Students must attend after school study hall on Tuesdays and Wednesdays until they are no longer failing.

Students Barred from the Event/Activity

- 1) Any student suspended (ISS* or OSS) from school at the time of the event
- 2) Students not in attendance at school the day of the event/activity.
- 3) Students who were illegally tardy* or students who missed part of the day due to a medical or dental appointment and returned without a note from the physician or dental office*
- 4) Students restricted from activities including those on the Fail-2 list*

*Athletes are not permitted to attend away contests; however, they are expected to observe (not participate) home contests from the bench in their “street clothes”.

NOTE: Extreme behavior or a history of poor behavior may result in the loss of all participation privileges.

X. Team Dismissal

Dismissal from a team ends the participation of a student for that season with that or any other team.

XI. Uniforms

- A. All equipment must be returned within one week after the end of team/activity involvement in the condition it was assigned (with wear from normal use allowed).
- B. Articles not returned or damaged will result in a charge to the participant/parent/guardian for the replacement cost of the article.
- C. Failure to turn in equipment or pay assessments will result in being restricted from all extra-curricular activities and assigned lunch detention until the account is settled.

XII. Bus Travel

- A. All team/activity participants ride to and from games/activities with other members on the school bus.
- B. Parents/Guardians may, with appropriate notification to the Coach/Advisor, provide a ride home for their own student. For extraordinary circumstances, other arrangements need to be coordinated in advance with the athletic director and principal.
- C. For all other circumstances other arrangements need to be approved, prior to the event, with the athletic director and principal.

XIII. Appeal Process

NOTE: Students will not participate in sports/activities during appeal process.

Any consequence resulting from the application of Parts I through XII of the Student Conduct Code may be appealed using the following process:

Stage 1 - Student meets with the Coach and Athletic Director or Advisor and Principal to discuss the situation and consequences. Parents are invited.

Stage 2 - Student to request a meeting with all concerned parties with the Superintendent to grieve an unsatisfactory Stage 1 decision. The request must be written, enumerating the specific points upon which the appeal is based. The Superintendent will respond as soon as possible within five (5) days of receiving the written request to arrange for a meeting. Superintendent's decision is expected within 5 days after the meeting.

Stage 3 - Appeal of the Stage 2 decision to the Board of Education may be by written request describing specific points of contention. The decision of the Board of Education will be determined at the next scheduled Board of Education meeting.

Stage 4 – Appeal of Stage 3 is an appeal to the Commissioner of Education



DeRuyter Central School

Home of the Rockets

711 Railroad Street, DeRuyter, NY 13052

Phone: 315-852-3400 Fax: 315-852-9600

Kimberly O'Brien
Director of Curriculum and
Instruction

David M. Brown, Ed. D.
Superintendent of Schools

James Southard
Business Administrator

Stephen Rafferty
6-12 Principal/Director
of Special Education

Jenny Valente
PK-5 Principal/Director
of Special Education

PHOTO RELEASE FORM

I, _____, the parent/guardian of the child listed below, understand that my child may be photographed/videoed at DeRuyter Central School during normal school hours, field trips or activities. I understand that these photos/videos may be used on bulletin boards, in newsletters, on our District Website, District Facebook page, or in our local news.

PLEASE SIGN AND RETURN THIS FORM TO YOUR CHILD'S PRINCIPAL

Yes, I give permission for my child to appear in any photos/videos taken at school

No, I DO NOT want my child to appear in any photos/videos taken at school

Parent/Guardian Signature

Date _____

Child's Name

Grade

PLEASE NOTE THAT A NEW FORM MUST BE SUBMITTED EACH YEAR

DeRuyter Central School = District Committed to Success

Board of Education: Dean Hathaway, *President*; Bradley Mierke, *Vice President*; *Members* – Daniel Degear, Richard Metcalf, Jodi Wiesing

**Student Handbook, District Code of Conduct
Acknowledgement Form
2020-2021**

This is to acknowledge that I/we have received a copy of the 2020-2021 DeRuyter Central School Student Handbook, District Code of Conduct. It is my understanding that I am responsible for making myself aware of its contents. Further, although the guidelines, rules and policies contained herein are current on this date, I am aware that any or all sections of this handbook may be altered or omitted and new sections added by action of the New York State Education Department, the DeRuyter Central School Board of Education, and/or the administration. When such changes are made, I expect to be informed.

I have read and understand the Code of Conduct. My signature does not necessarily constitute my agreement.

| | | |
|-----------------------|----------------------------|---------------|
| _____ Student Name | _____ Student Signature | _____ Date |
|-----------------------|----------------------------|---------------|

I have read and reviewed with my child(ren) a copy of the 2020-2021 DeRuyter Central School Student Handbook, District Code of Conduct.

| | | |
|----------------------|---------------------------|---------------|
| _____ Parent Name | _____ Parent Signature | _____ Date |
|----------------------|---------------------------|---------------|

Please sign and return this page to Mrs. Newkirk in the High School office by September 14th. Thank you.

Students who do not sign and return this acknowledgement form will be unable to participate in any extracurricular activities including sports until they do so.



Student Handbook & Code of Conduct 2020-2021

DeRuyter Central School

BOE Approved

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2020-2021 DeRUYTER School Calendar

| | M | T | W | T | F |
|----------------------------|----|----|----|----|----|
| JUL | | | 1 | 2 | 3 |
| | 6 | 7 | 8 | 9 | 10 |
| | 13 | 14 | 15 | 16 | 17 |
| | 20 | 21 | 22 | 23 | 24 |
| | 27 | 28 | 29 | 30 | 31 |
| AUG | 3 | 4 | 5 | 6 | 7 |
| | 10 | 11 | 12 | 13 | 14 |
| | 17 | 18 | 19 | 20 | 21 |
| | 24 | 25 | 26 | 27 | 28 |
| | 31 | | | | |
| SEP (19-T; 17-S) | | 1 | 2 | 3 | 4 |
| | 7 | 8 | 9 | 10 | 11 |
| | 14 | 15 | 16 | 17 | 18 |
| | 21 | 22 | 23 | 24 | 25 |
| | 28 | 29 | 30 | | |
| OCT (21-T; 21-S) | | | | 1 | 2 |
| | 5 | 6 | 7 | 8 | 9 |
| | 12 | 13 | 14 | 15 | 16 |
| | 19 | 20 | 21 | 22 | 23 |
| | 26 | 27 | 28 | 29 | 30 |
| NOV (17-T; 15-S) | 2 | 3 | 4 | 5 | 6 |
| | 9 | 10 | 11 | 12 | 13 |
| | 16 | 17 | 18 | 19 | 20 |
| | 23 | 24 | 25 | 26 | 27 |
| | 30 | | | | |
| DEC (16-T; 16-S) | | 1 | 2 | 3 | 4 |
| | 7 | 8 | 9 | 10 | 11 |
| | 14 | 15 | 16 | 17 | 18 |
| | 21 | 22 | 23 | 24 | 25 |
| | 28 | 29 | 30 | 31 | |

| | M | T | W | T | F |
|----------------------------|----|----|----|----|----|
| JAN (19-T; 19-S) | | | | | 1 |
| | 4 | 5 | 6 | 7 | 8 |
| | 11 | 12 | 13 | 14 | 15 |
| | 18 | 19 | 20 | 21 | 22 |
| | 25 | 26 | 27 | 28 | 29 |
| FEB (15-T; 15-S) | 1 | 2 | 3 | 4 | 5 |
| | 8 | 9 | 10 | 11 | 12 |
| | 15 | 16 | 17 | 18 | 19 |
| | 22 | 23 | 24 | 25 | 26 |
| | | | | | |
| MAR (20-T; 20-S) | 1 | 2 | 3 | 4 | 5 |
| | 8 | 9 | 10 | 11 | 12 |
| | 15 | 16 | 17 | 18 | 19 |
| | 22 | 23 | 24 | 25 | 26 |
| | 29 | 30 | 31 | | |
| APR (20-T; 20-S) | | | | 1 | 2 |
| | 5 | 6 | 7 | 8 | 9 |
| | 12 | 13 | 14 | 15 | 16 |
| | 19 | 20 | 21 | 22 | 23 |
| | 26 | 27 | 28 | 29 | 30 |
| MAY (20-T; 20-S) | 3 | 4 | 5 | 6 | 7 |
| | 10 | 11 | 12 | 13 | 14 |
| | 17 | 18 | 19 | 20 | 21 |
| | 24 | 25 | 26 | 27 | 28 |
| | 31 | | | | |
| JUN (19-T; 19-S) | | 1 | 2 | 3 | 4 |
| | 7 | 8 | 9 | 10 | 11 |
| | 14 | 15 | 16 | 17 | 18 |
| | 21 | 22 | 23 | 24 | 25 |
| | 28 | 29 | 30 | | |

September 1
September 7
September 8

Staff Development Day-No Students
Labor Day - No School
**First Day of School -
Full Day for Students**

October 12
November 3
November 11
November 16

Columbus Day
Staff Development Day-No Students
Veterans Day Observance
Staff Development Day / Parent-
Teacher Conferences-No Students

November 25-27
Dec 23-Jan 1
January 18
January 26-29
February 15-19
March 15

Thanksgiving Recess
Christmas Recess
Martin Luther King Day
Regents Exams
President's Day/Winter Recess
Staff Development Day/ Parent-
Teacher Conf.- PK-12 11:30 Dismissal
Spring Break/Good Friday

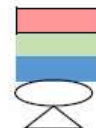
March 29-Apr 2

April 20-23
May 4-7
26-May
May 31
June 2
June 7
June 16-24
June 25

3-8 ELA Computer Based Exams (*Makeups Apr 27-29*)
3-8 Math Computer Based Exams (*Makeups May 7-14*)
4th & 8th Grade Performance Test (*Makei*)
Memorial Day Observance
US History & Government Regents (2019-20 date)
Science 4 & 8 Written (*Makeups June 8-9*)
Regents Exams
Regents Rating Day

Legend:

Holiday/Recess
Regents
3-8 NYS Assessments
Staff Development Day
Parent/Teacher Conf.



Total Teacher Days = 186
Total Student Days = 182

DeRuyter Central School Board of Education

Mr. Dean Hathaway, President
Mr. Richard Metcalf
Mrs. Jodi Wiesing

Mr. Brad Mierke, Vice President
Mr. Daniel DeGear

Superintendent of Schools

Dr. David M. Brown
315-852-3400
Mrs. Sandy Welsh-Secretary
315-852-3400 x 7403

Business Administrator

Mr. James Southard
315-852-3400
Mrs. Katy Denkenberger- District Treasurer
315-852-3400 x 7501
Mrs. Heidi Foster – Payroll Clerk
315-852-3400 x 7108

Director of Curriculum & Instruction

Mrs. Kimberly O'Brien
315-852-3400-x7105
Mrs. Linda Newkirk- Secretary
315-852-3400 x7105

Principal 6-12/Director of Special Education 6-12

Mr. Stephen Rafferty
315-852-3400 x 7105
Mrs. Linda Newkirk - Secretary
315-852-3400 x 7105

Principal PK-5/Director of Special Education PK-5

Mrs. Jenny Valente
315-852-3400 x 7122
Mrs. Janene Kascha- Secretary
315-852-3400 x 7122

School Nurse

Ms. Jessica Vadala
315-852-3400 x 7112

Guidance

Mrs. Maureen Alger- Grade 9-12
315-852-3400 x 7226
Mrs. Melanie Lynch – Grades 5-8
Mrs. Juanita Hayes - Secretary
315-852-3400 x 7204

Special Education

315-852-3400 x7105
Mrs. Janene Kascha- Secretary
315-852-3400 x 7105
Mr. Andrew Scherrer- School Psychologist
315-852-3400 x 7125

Library Media Center

Ms. Jennifer Jones– Library Media Specialist
Mrs. Rachel Hyde– Library Aide
315-852-3400 x 7147

Technology Coordinator

Mrs. Nancy Haws
315-852-3400 x 7205

Head Custodian/Head Bus Driver

Kevin Springer
315-852-3400 x 7301/7408

Cafeteria

Mrs. Brenda Scutt
315-852-3400 x 7146

Teacher/Staff Members

| | | | |
|---|-------------------------------------|-------------------------|-----------------------|
| PK | Ms. Samantha Bogert | | |
| Kindergarten | Mrs. Marcia Ludwig | Mrs. Pamela Gallerani | |
| 1st grade | Mrs. Regina Raleigh | Mrs. Melissa Wheatley | |
| 2nd Grade | Mrs. Karen Nieman | Mrs. Lisa Burbidge | |
| 3rd Grade | Mrs. Shala Wykstra | Mrs. Stephanie Locke | |
| 4th Grade | Mrs. Lisa Hirt | | |
| 5th Grade | Mrs. Linda Ladd | Ms. Taylor Gibbons | |
| AIS Reading | Mrs. Jennifer Ladd | | |
| | Mrs. Pamela Walters | | |
| AIS Math | Mrs. Karen West | | |
| Occupational Therapist | Ms. Justine Shay (BOCES) | | |
| Physical Therapist | Mrs. Jessica Degear (BOCES) | | |
| Special Education | Mrs. Stacy Inman | Ms. Lisa Clark | Ms. Kristen Romagnoli |
| Speech Therapist | Mrs. Jamie Mody | | |
| Teaching Assistants/Aides (Elementary) | | | |
| Mrs. Kathy Cook | Mrs. Denise Coon | Mrs. Jeanne Coon | Angela Wood |
| Mrs. Yvonne Fish | Mrs. Michelle Stadler | Mrs. Bert Ufford | Alan Ingerto |
| Mrs. Holly Harris | Mrs. Amy Denkenberger | Mrs. Kelly Isbell | |
| 6th grade | Ms. Sheri Smith | Mr. Charles Thornton | |
| English | Mrs. Kate Meigs - Grades 7 & 8 | | |
| | Mrs. Anna Jarvis– Grades 9 & 10 | | |
| | Mr. Zachary Miller– Grades 11 & 12 | | |
| Social Studies | Mrs. Shannon Forrest – Grades 7 & 8 | | |
| | Mr. Coby Merkle – Grades 9 & 10 | | |
| | Mrs. Donna Barber – Grades 11 & 12 | | |
| Science | Mr. Peter Camp – Grades 7 & 8 | | |
| | Mrs. Lisa Raymond – HS Science | | |
| | Ms. Monika Beck – HS Science | | |
| Mathematics | Mrs. Amy Prince – Grades 7 & 8 | | |
| | Mr. Jared Tiffin – HS Math | | |
| | Mrs. Amy Hannafan – HS Math | | |
| Foreign Language | Spanish – Mrs. Lina Moore | ESL – Ms. Dana Cole | |
| Special Education | Ms. Julie Arno | Mrs. Cassidy Richardson | Mrs. Meghan Morgan |

Special Area

| | | | |
|--|---|----------------------------|-----------------|
| Ag/Tech | Ms. Taylor Bass | | |
| Art | Mr. Joe Drake | Mrs. Erin Brown | |
| Business | Mr. Ken Hammond | | |
| Health | Mrs. Daisy Brewer | | |
| Instrumental Music | Mrs. Lisa Stearns | | |
| PK-12 Physical Education | Mrs. Jessica Zech Mrs. Jamie Doolittle Mr. C.J. Nye | | |
| Vocal Music | Ms. Kylie Stenger | | |
| Security Window | Mrs. Tammy Hillman | | |
| Teaching Assistants/Aides (MS/HS) | | | |
| Mrs. Karen Crandall | Mrs. Alice Hatch | | |
| Mrs. Rebecca Prentice | Mrs. Bailey Coon | | |
| Mrs. Brenda Thomas | Mrs. Judy Stone | | |
| | | | |
| Bus Mechanic | Mr. Terry Leete | | |
| | | | |
| Drivers | Mr. Ed Coon | Mr. Melvin Coon | Ms. Amy Calhoun |
| | Mr. Ted Fuller | Mr. Jason Covert | Mr. Greg Coon |
| | Mr. Jack Toolan | Mrs. Sandra Wilcox | |
| | Mr. Jeff Randall | Mrs. Cyndi Hakes-Shoemaker | |
| | | | |
| Cafeteria Staff | | | |
| | Mrs. Carol Chapman | Ms. Maureen Pigott | |
| | Mrs. Deborah Scutt | Ms. Sallie Phillips | |
| | | | |
| Custodial Staff | | | |
| | Mr. Vincent Wright | Mr. Tanner Kirk | |
| | Mrs. Christine Warner | Mr. Art Kirk | |
| | | | |
| Groundskeeper | Mr. Travis Baker | | |

Grades 6-12 Daily Schedule

| Period | Time | Notes |
|--------------|-------------|--|
| | 7:40 | First Bell - Students may enter the building |
| | 8:00 | Second Bell |
| 1 | 8:05-8:50 | Attendance & Announcements (3-4mins) |
| 2 | 8:53-9:33 | |
| 3 | 9:36-10:17 | |
| 4 | 10:20-11:00 | |
| Lunch 1 (5A) | 11:00-11:30 | Lunch 1 (9-12) |
| Lunch 2 (5B) | 11:30-12:00 | Lunch 2 (6-8) |
| 6 | 12:03-12:44 | |
| 7 | 12:47-1:27 | |
| 8 | 1:30-2:11 | |
| 9 | 2:14-2:55 | |
| Tues/Wed | 3:00-3:45 | After school Program |

NOTE:

- 8:05 a.m. BOCES Bus leaves DeRuyter
- 11:30 a.m. BOCES Bus arrives back at DeRuyter
- 11:35 a.m. BOCES Bus leaves DeRuyter
- 2:55 p.m. BOCES Bus arrives back at DeRuyter.

Report Card and Progress Report Dates School Year 2019-2020

| Marking period | Ends | Report Card Sent Home |
|-----------------------------------|----------|-----------------------|
| 5 Week | 10/09/20 | 10/16/20 |
| 10 Week (1 st quarter) | 11/13/20 | 11/20/20 |
| 15 Week | 12/15/20 | 12/22/20 |
| 20 Week (2 nd quarter) | 01/29/21 | 02/05/21 |
| 25 Week | 03/05/21 | 03/12/21 |
| 30 Week (3 rd quarter) | 04/09/21 | 04/16/21 |
| 35 Week | 05/14/21 | 05/21/21 |
| 40 Week (4 th quarter) | 06/15/21 | Mailed After 6/24/21 |

Arrival to School Procedures

Students should not arrive to school before 7:30 due to lack of supervision. If students arrive prior to the 7:40 bell, they should wait in the front foyer until the bell rings. All students should wait in the elementary or high school gym from 7:40-8:00, unless they choose to eat breakfast in the cafeteria. If a parent/guardian chooses to walk their child to their classroom, they **MUST** sign in with the Security Office and wait in the elementary or high school gym until the 8:00 bell rings.

End of the Day Dismissal Procedures

For the safety of all of our students and our bus drivers, students that walk/drive or are being picked up by an adult will not be dismissed/leave school property until after all buses have left the school property. Listed below you will find times of when various classes will be loading the buses and also the dismissal time for all walkers and student drivers.

- PK-K will be dismissed at 2:50 p.m.
- Grades 1 - 5 students will be dismissed at 2:52 p.m.
- Grades 6-12 will be dismissed at 2:55 p.m.
- The buses will leave promptly at 3:00 p.m.

All walkers in grades PK-5 should report to the small gym to be signed out by a parent/guardian. All walkers and student drivers in grades 6-12 should report to the cafeteria upon dismissal. All 6-12 walkers and student drivers will be dismissed after all school busses have departed school property (by about 3:05pm).

Student Dismissal Precautions

The Principal in the District shall maintain lists of individuals who are authorized to obtain the release of students in attendance at the school. No student may be released in the custody of any individual who is not the parent or guardian of the student unless the individual's name appears on the student's emergency card.

Parents or guardians may submit a list of individuals authorized to obtain the release of their children from school at the time of the child's enrollment. A parent or guardian may amend, in writing, a list submitted pursuant to this procedure at any time.

Certified copies of any court order or divorce decrees provided by the custodial parent/guardian, which restrict a parent's/guardian's ability to seek the release of his/her child shall be maintained by the Principal. Individuals seeking the release from school of a student must report to the appropriate School Office and present identification deemed satisfactory by the school Principal. The Principal/designee must check the authorized list and relevant court orders or divorce decrees before a student may be released.

The Principal/designee may release a student to an individual not appearing on the approved list only if the Principal/designee has determined that an emergency exists and the parent or guardian has been personally contacted by the Principal/designee and has approved the release.

- Students in grades PK-5 should see their principal, Mrs. Jenny Valente. Students in grades 6-12 should see Mr. Stephen Rafferty. Of course, if one is not available, students may seek the assistance of the other principal.

Emergency School Closings

In the case of an emergency school closing we will contact 93 Q, 92.1, 94.5, 101.5, 104.7, 106.9, 107.9, 570, 620, 920, WIXT –9, WTVH-5, WSTM-3 with all emergency closing information. Please do not call the school. This information will also be listed on the school website

(<http://deruytercentral.org/>.) In addition to posting this information on TV stations and listing them with radio stations, the DeRuyter Central School District utilizes an emergency notification system called School Messenger. This system will send text and voice mail messages to the contact numbers that you provide to us on your school emergency cards. We will use this system to notify you of school delays, closings, emergency early closings and cancelation of after school activities.

In order for this system to work effectively, we must have up to date contact information in our system. **Please remember to contact us throughout the school year if there are any changes in your phone numbers**

CODE OF CONDUCT

MISSION STATEMENT

The DeRuyter Central School District, in partnership with parents and the community, will educate and empower all students to embrace a passion for learning while developing into respectful, productive members of society

The DeRuyter Central School District is a community of learners with responsibility to one another. The purpose of the school district is teaching and learning. We are all responsible for ensuring an environment in which teachers can teach and students can learn. As members of this educational community students, teachers, staff members, parents and the community share in the responsibility of fostering a respectful environment in which teaching and learning are paramount.

Students of the DeRuyter Central School District have the right to a free, appropriate public education. In addition, students have all other rights afforded to students under the provisions of the Federal and State Constitutions and the laws of the State of New York. Athletic and co-curricular participation is not a right but a privilege. Therefore, students may be held to certain behavioral standards in order to maintain the privilege of participation.

Students of the DeRuyter Central School District have the responsibility to attend school as prescribed by New York State Law. While in school, a student shall not act in a manner which invades the rights of others, or which causes disorder and disrupts the educational process.

To improve security at DCS, surveillance cameras may be located in common areas including hallways, stairwells, gymnasiums, parking lots, and the cafeteria. Surveillance cameras will not be placed in classrooms or areas where students and staff would have an expectation of privacy.

Definitions

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

Cyberbullying: A form of bullying which occurs via electronic communication, including but not limited to, the use of cell phones, e-mail, YouTube, chat rooms or social networking (or other electronic modalities) to harass, threaten, or intimidate someone and can be transmitted by video, pictures or words. Types of cyber bullying can include but are not limited to: posting, sending or forwarding inappropriate or derogatory messages or images, spam, viruses, humiliating messages, sharing private information, sending hateful or defamatory remarks that can include racial, ethnic or homophobic messages or posting or contributing to polling sites.

Cyber-bullying involving district students may occur both on campus and off-school grounds and may involve student use of the District Internet system or student use of personal digital devices including but not limited to: cell phones, digital cameras, personal computers, electronic tools.

Cyber-bullying that occurs off-campus that causes or threatens to cause a material or substantial disruption in the school could result in formal discipline by school officials. Such conduct could also be subject to appropriate disciplinary action in accordance with the District Code of Conduct and possible referral to local law enforcement authorities.

Disability

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

Discrimination

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, gender identity or sex.

Disruptive Student

An elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Employee

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, whereby such services performed by such person involve direct student contact.

Gender

Actual or perceived sex and includes a person's gender identity or expression.

Gender Expression

The manner in which a person represents or expresses gender to others, often through his or her behavior, clothing, hairstyle, activities, voice or mannerisms.

Gender Identity

One's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

Harassment and/or Bullying

The creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that either (1) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably expect to cause emotional harm; or (2) reasonably causes or would reasonably expect to cause physical injury to a student or to cause a student to fear for his or her physical safety.

Such conduct shall include acts of harassment and/or bullying that occur:

- (i) on school property; and/or
- (ii) at a school function; or

- (iii) off school property where such acts create 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 the purpose of this Code, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. For the purposes of this Code, “emotional harm” that takes place in the context of “harassment and/or bullying” means to harm 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.

Such conduct shall include, but is not limited to acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, gender identity or sex.

Hazing

An induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur. Hazing includes, but is not limited to, induction, initiation or membership processes organized by groups, clubs and athletic teams.

Illegal Substances

Alcohol, illegal drugs and inhalants, marijuana, cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, look a-like drugs (including but not limited to synthetic cannabinoids), any substances commonly referred to as “designer” drugs, prescription or over-the-counter drugs when possession or use is unauthorized or such are inappropriately used or shared with others, or any product which, when misused, will result in an impaired or altered state.

Lockers

Lockers are provided by the school for student use and the administration has the right to search lockers. A student may have exclusive use of the locker as far as other students are concerned, but he/she does not have such exclusivity over the locker as it relates to school authorities.

Parent

A parent, guardian or person in parental relation to a student.

Material Incident of Harassment, Bullying and/or Discrimination

A single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, and is the subject of a written or oral complaint to the Superintendent, Principal, or their designee, or other school employee. Such conduct shall include, but is not limited to threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status.

School Bus

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

School Function

A school-sponsored extra-curricular event or activity

School Property

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.

School Zone

School owned/controlled property and buildings, school vehicles and school sponsored activities

- While students are in the school zone, the school has an obligation to keep all students safe. When a student leaves the school zone, the school's obligation ends, however, the school's rights to investigate incidents continues.

Sexual Orientation

Actual or perceived heterosexuality, homosexuality, or bisexuality

Tobacco Products

Any lighted or unlighted cigarette, cigar, cigarillo, pipe, clove cigarette, herbal tobacco product or any other smoking product; smokeless tobacco in any form (including but not limited to chewing tobacco, dip, or snuff); any electronic cigarette or vaping device (including but not limited to e-cigarettes, Juul devices, vaporizers, vape pens and chemical substances used with such devices); or any other simulated tobacco products that imitate or mimic tobacco products; as well as matches, lighters and related paraphernalia.

Under the Influence

A student shall be considered "Under the Influence" if he or she has consumed any quantity of an illegal substance or alcohol within a time period reasonably proximate to his/her presence on school property, on a school bus, in a school vehicle, or at a school-sponsored function and/or exhibits symptoms of such use as to lead to the reasonable conclusion of such consumption.

Violent student

A student under the age of 21 whom:

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

Weapon

A firearm as defined in 18 USC 921 for purposes of the Gun-Free School Act, and any device, instrument, material or substance, animate or inanimate, that is used for or is readily capable of causing death or serious bodily injury; and any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, BB gun, starter gun, pellet gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, pocket knife with a blade of at least 2.5 inches, pen knife or other knife, brass knuckles, sling

shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, kung fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, look alike false weapons or other devices, instruments, materials, or substances ("Other items") that can cause physical injury or death when used to cause physical injury or death or, when such "other items" are brandished as a weapon.

Family Educational Rights and Privacy Act (FERPA)

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

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed to military recruiters without their prior written consent.

If you do not want DeRuyter Central School to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by **September 18, 2020**. DeRuyter School District has designated the following information as directory information:

-Student's name, address, telephone listing, date of birth, major field of study, dates of attendance, grade

These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

Essential Partners of DeRuyter Central School

Parents

All parents are expected to:

- Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.

- Send their child(ren) to school ready to participate and learn.
- Ensure their child(ren) attend school regularly and on time.
- Ensure absences are legal excuses.
- Insist their child(ren) be dressed and groomed in a manner consistent with the student dress code.
- Help their child(ren) understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- Know school rules and help their child(ren) understand them.
- Convey to their child(ren) a supportive attitude toward education and the district.
- Build good relationships with teachers, other parents and their child (ren's) friends.
- Help their child(ren) deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study and ensure homework assignments are completed.
- Teach their children respect and dignity for themselves, and their peers regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender (identity or expression), or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

Teachers

All district teachers are expected to:

- Maintain a climate of mutual respect and dignity for all students and colleagues regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) or sex, with the intent of strengthening students' self-concept and promote confidence to learn
- Be prepared to teach.
- Demonstrate interest in teaching and concern for student achievement.
- Know school policies and rules, and enforce them in a fair and consistent manner.
- Communicate to students and parents:
 - (1) Course objectives and requirements
 - (2) Marking/grading procedures
 - (3) Assignment deadlines
 - (4) Expectations of students
 - (5) Classroom discipline plan
- Communicate regularly with students, parents and other teachers concerning growth and achievement.
- Develop classroom routines that support school rules and regulations.
- Work closely with support staff in order to assist students exhibiting disruptive behavior.

- Inform administration of students exhibiting disruptive behavior and keep administration appraised of developments.
- Report incidents of discrimination and harassment that are witnessed in a timely manner.

Pupil Personnel Services

Pupil Personnel Staff are expected to:

- Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
- Regularly review with students their educational progress and career plans.
- Provide information to assist students with career planning.
- Encourage students to benefit from the curriculum and extracurricular programs.
- Provide to staff essential information on the needs of individual students.
- Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
- Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- Report incidents of discrimination and harassment that are witnessed in a timely manner.

Building Administration

Building Administrators are expected to:

- Maintain a climate of mutual respect and dignity for all students, staff and colleagues regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) or sex, with the intent of strengthening students' self-concept and promote confidence to learn
- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of issues.
- Evaluate on a regular basis all instructional programs.
- Support the development of and student participation in appropriate extracurricular activities.
- Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

Superintendent

The Superintendent is expected to:

- Maintain a climate of mutual respect and dignity for all students and employees of the district regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) or sex, with the intent of strengthening students' self-concept and promote confidence to learn
- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.

Board of Education

The Board of Education is expected to:

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

District Procedural Chart

When you have questions or concerns, please follow the steps below in order to get your questions and concerns addressed in the most efficient manner. Thank you.

| QUESTIONS/CONCERNS | STEP 1 | STEP 2 | STEP 3 | STEP 4 |
|----------------------------------|---|---|--|-----------------------|
| Academic Difficulties | Sec: Teacher Elem: Teacher | Sec: Guidance Office Elem: Principal | Sec: Principal Elem: Superintendent | Superintendent |
| Academic Scheduling | Sec: Guidance Office Elem: Teacher | Sec: Principal Elem: Principal | Superintendent | |
| Academic Curriculum | Teacher | Principal | Superintendent | |
| Athletics | Coach | Athletic Director | Sec: Principal | Superintendent |
| Student Behavior | Teacher | Guidance | Principal | Superintendent |
| School Budget | Business Administrator | Superintendent | | |
| Building Use | Principal | Superintendent | | |
| Classroom Procedures | Teacher | Principal | Superintendent | |
| Co-Curricular Activities | Advisor | Principal | Superintendent | |
| Medical | School Nurse | Principal | Superintendent | |
| Special Education | Teacher | CSE Chairperson | Principal | Superintendent |
| Transportation | Bus Driver | Head Mechanic | Principal | Superintendent |
| Board of Education Policy | Principal | Superintendent | Board of Education | |

“Sec” – Secondary (MS: Grades 6-8 or HS: Grades 9-12)

“Elem” – Elementary (Grades PK-5)

**Subject: COMPLAINTS AND GRIEVANCES BY STUDENTS****Policy: 7550**

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- While students have the responsibility to abide by the policies and regulations of the District, they shall also be afforded opportunity to present complaints and grievances free from interference, coercion, restraint, discrimination or reprisal. Administration shall be responsible for:
 - Establishing rules and regulations for the redress of complaints or grievances through proper administration channels;
 - Developing an appeals process;
 - Ensuring that students have full understanding and access to these regulations and procedure; and
 - Providing prompt consideration and determination of student complaints and grievances.

Complaints and Grievances Coordinator

- In addition, students and parents/guardians will receive annual notification of the District's established grievance procedures for resolving complaints of discrimination based on sex or disability. This notice shall include the name, address and telephone number of the Title IX, Section 504, ADA Coordinator.
- The Title IX, Section 504, ADA Coordinator shall also be responsible for handling complaints and grievances regarding discrimination based on race, color, creed, religion, national origin, political affiliation, age or marital status.

*Title VII of the Civil Rights Act of 1964,
42 United States Code (U.S.C.)
Section 2000-e, et seq. – Prohibits discrimination on
the basis of race, color, religion, sex or national origin.*

*Title VI of the Civil Rights Act of 1964,
42 United States Code (U.S.C.)
Section 2000-d, et seq. – Prohibits discrimination on
the basis of race, color or national origin.*

*Section 504 of the Rehabilitation Act of 1973,
29 United States Code (U.S.C.) Section 794 et seq.*

*The Americans With Disabilities Act,
42 United States Code (U.S.C.) Section 12101 et seq. -
Prohibits discrimination on the basis of disability.*

(Continued)



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*Title IX of the Education Amendments of 1972,
20 United States Code (U.S.C.) Section 1681 et seq. –
Prohibits discrimination on the basis of sex.*

*New York State Executive Law
Section 290 et seq. - Prohibits discrimination on the
basis of age, race, creed, color, national
origin, sex, disability or marital status.*

Age Discrimination in Employment Act,

29 United States Code Section 621.

NOTE: Refer also to Policy #3420 -- Anti-Harassment in the School District.

General Student Behavioral Guidelines

DCS has three district wide expectations for all students and staff

- Be Respectful
- Be Responsible
- Be Safe

The matrices that follow provide descriptions of what those expectations look and sound like across educational settings. They serve as a general guideline to help everyone understand how to meet these expectations.



PK-5 School Wide Expectations: Be Respectful, Be Responsible, Be Safe



| Expectation/Location | Be Respectful | Be Responsible | Be Safe |
|-----------------------------------|--|--|---|
| Hallway | <p>Follow adult directions</p> <p>Use quiet voices</p> <p>Hold door open for the person behind you</p> <p>Give others personal space</p> <p>Observe hallway decorations with your eyes</p> | <p>Keep hallways clean</p> <p>Keep lockers/ cubbies organized</p> <p>Go directly to your location</p> | <p>Walk</p> <p>Keep eyes forward</p> <p>Keep hands to yourself</p> <p>Stay to the right</p> <p>Allow others to pass</p> |
| Cafeteria | <p>Follow adult directions</p> <p>Wait your turn in the lunch line</p> <p>Use quiet voices</p> <p>Use your manners (please, thank you, etc)</p> | <p>Raise your hand if you need help</p> <p>Help clean up</p> <p>Discard trash in garbage can and silverware in return tray</p> | <p>Eat your own food</p> <p>Put unwanted food on giveaway tray</p> <p>Walk throughout cafeteria</p> <p>Stay seated</p> <p>Let an adult know if you need to leave the cafeteria</p> |
| Playground/Outside | <p>Take turns with (on) playground equipment</p> <p>Follow adult directions</p> <p>Include everyone</p> | <p>Keep the playground clean</p> <p>Line up at signal</p> | <p>Walk to and from playground and the annex</p> <p>Use crosswalks</p> <p>Stay within playground boundaries</p> <p>Use equipment as intended</p> <p>Leave stones, mulch and snow on the ground</p> <p>Be aware of your surroundings</p> |
| Restrooms | <p>Knock on stall doors</p> <p>Give others privacy</p> <p>Use quiet voices</p> | <p>Flush toilet after use</p> <p>Turn off faucets</p> <p>Dispose of trash in garbage can</p> <p>Return to room promptly</p> <p>Report problems to an adult</p> | <p>Keep feet on floor</p> <p>Keep water in sink</p> <p>Wash hands</p> |
| "Learning Areas" Classroom | <p>Follow classroom expectations and adult directions</p> <p>Take care of yourself</p> <p>Take care of others</p> | <p>Make the most of your learning time</p> <p>Take care of the space</p> | <p>Be aware of your surroundings</p> <p>Use equipment and tools as intended</p> |
| Technology | <p>Use equipment as intended</p> <p>Use kind words, actions when communicating with others via technology</p> | <p>Take care of your device</p> | <p>Be on appropriate/approved websites</p> <p>See something, say something to an adult</p> <p>Keep personal information private</p> |

| Expectation/Location | Be Respectful | Be Responsible | Be Safe |
|-----------------------------|---|---|--|
| Bus | Follow adult directions Use polite language Use a quiet voice Give others personal space | Be on time Go directly to your bus at dismissal Take care of your belongings Keep your bus clean | Keep your body and belongings in your seat Stay seated Ask for help if needed Watch for the driver's signal before crossing |



6-12 School Wide Expectations: Be Respectful, Be Responsible, Be Safe



| Expectation/Location | Be Respectful | Be Responsible | Be Safe |
|---------------------------------------|---|--|--|
| Hallway/Stairs | <p>Follow adult directions</p> <p>Use quiet voices</p> <p>Use kind language</p> <p>Give others personal space</p> | <p>Keep hallways clean</p> <p>Keep lockers organized</p> <p>Go directly to your location</p> | <p>Walk</p> <p>Stay to the right</p> <p>Keep hands to yourself</p> |
| Cafeteria | <p>Follow adult directions</p> <p>Wait patiently and quietly in lunch line</p> <p>Use quiet voices</p> <p>Use your manners</p> | <p>Help clean up</p> <p>Recycle</p> | <p>Eat your own food</p> <p>Put unwanted food on "give away" tray</p> <p>Give others personal space</p> |
| Athletic Fields/ Recess | <p>Follow adult directions</p> <p>Demonstrate fairness</p> <p>Display good sportsmanship</p> | <p>Clean up</p> <p>Put equipment away</p> <p>Take your belongings with you</p> | <p>Wear appropriate footwear and clothing</p> <p>Use equipment as intended</p> <p>Be aware of your surroundings</p> |
| Restroom | <p>Knock on stall doors</p> <p>Give others privacy</p> <p>Use quiet voices</p> | <p>Flush toilet after use. Turn off faucets</p> <p>Dispose of trash in garbage can</p> <p>Return to room promptly</p> <p>Report problems to an adult</p> | <p>Wash hands</p> |
| "Learning Areas" Classroom | <p>Follow classroom expectations and adult directions</p> <p>Take care of yourself</p> <p>Take care of others</p> | <p>Be in school and on time</p> <p>Be prepared</p> <p>Make the most of your learning time</p> <p>Take care of the space</p> | <p>Be aware of your surroundings</p> <p>Use equipment and tools as intended</p> <p>Ask permission to leave and use a pass</p> |
| Technology | <p>Use equipment appropriately and when intended</p> <p>Use kind words, actions when communicating with others via technology</p> | <p>Follow code of conduct expectations</p> <p>Be accountable for your device</p> | <p>Be on appropriate/ approved websites</p> <p>See something, say something to an adult</p> <p>Keep identity and passwords private</p> |
| Parking Lot | <p>Park in your assigned spot</p> <p>Maintain appropriate voice level and language</p> | <p>Get to your destination promptly</p> <p>Use self control</p> | <p>Use sidewalk and crosswalks</p> <p>Be aware of traffic</p> |

| Expectation/Location | Be Respectful | Be Responsible | Be Safe |
|----------------------|--|---|--|
| Bus | <p>Follow adult directions</p> <p>Use polite language</p> <p>Use a quiet voice</p> <p>Give others personal space</p> | <p>Be on time</p> <p>Go directly to your bus at dismissal</p> <p>Keep track of your belongings</p> <p>Keep your bus clean</p> | <p>Keep your body and belongings in your seat</p> <p>Ask for help if needed</p> <p>Watch for the driver's signal before crossing</p> |

6-12 Study Hall Expectations

Be Respectful:

- Follow adult directions
- Take care of yourself
- Take care of others
- Use quiet voices

Be Responsible:

- Be on time
- Be prepared: Bring school/homework or a book to read, your agenda and a pen/pencil.
- Make the most of your learning time
- Take care of the space

Be Safe:

- Be aware of your surroundings
- Use equipment and tools as intended
- Ask permission to leave and use a pass:
 - Must have a pre-signed pass to go to a teacher's classroom
 - 5 students may go to the LMC (pre-signed pass given priority)
 - One student at a time for locker/bathroom

A student may be subjected to disciplinary action when the student does not comply with these Behavioral Guidelines for DCS:

Public displays of affection are not appropriate behaviors in an educational setting. The following are examples, but not limited to arm in arm, hugging, kissing, sitting on laps, or other displays viewed as disruptive to the educational process. This rule applies before, during and after school, on the buses, and at all school functions.

Backpacks/Book Bags (of all sizes) will be stored in lockers between 8:00am and 2:55p

Visitors to School

We really enjoy having parents and guests visit school especially on special occasions like assemblies, birthday parties, and plays. Our policy states that if you wish to visit school that you make an appointment to see your child's teacher. Unannounced visitors disrupt the flow of the classroom and teaching.

If you do not have an appointment, we respectfully request that you not "stop" in to see your child. Their days are very busy and learning is our first mission. If you would like to have lunch with your child, those arrangements can be made on an occasional basis. Please call the office to make these arrangements.

For the safety of your children, all visitors must report to the Security Office and present identification (Driver's license, or non-drivers NYS ID Card) which will be scanned on our Raptor System. Once your identification has been verified, you will be asked to sign in and will receive a visitor's pass. Violators may be charged with criminal trespass. No student is allowed to bring small children to school, and as a general rule, no guests are allowed during the school day. Thank you for respecting our policy and procedures.

Transportation

Bus safety is a prime consideration. The drivers will enforce all rules set up for pupils' safety. Your cooperation is necessary. Remember, distraction of the bus driver may cause an accident.

Consequences of bus misconduct

Any inappropriate acts on the bus can cause harm or injury. The following consequences are put in place as guidelines and are subject to change depending on the conduct and act. Actions that place the driver or other students in danger will result in suspension in or out of school.

| | |
|-------------------------|--|
| 1 st Offense | Warning to student and contact home |
| 2 nd Offense | 2 days of lunch detention and contact home |
| 3 rd Offense | 2 days after school detention, phone call and/or parent conference |
| 4 th Offense | 3 day bus suspension, parent conference |
| 5 th Offense | 5 day bus suspension, parent conference |
| 6 th Offense | Principal's decision |

Riding the bus is a privilege, not a right. With privileges comes responsibility and obeying the rules of the bus is vital. Students suspended from the bus will be expected to attend school, and the responsibility of getting to school falls on the parents.

The above may be increased depending on the severity of the offense.

Late Bus Procedures

On Tuesdays and Wednesdays each week there is a late bus. The purpose of this bus is for students to get extra help, work on projects, and participate in school related activities.

To take the late bus, a student needs to sign up with Mrs. Newkirk in the high school office no later than 1:00 p.m. This is to allow the scheduling of the appropriate number and size of buses.

The first time a student fails to sign up for the late bus or is not with a teacher from 3:00 p.m. to 3:45 p.m. he or she will receive a warning. If the problem continues to occur they may be denied transportation.

Bus Passes

Requests for bus passes or changes must go to Mrs. Kascha in the Elementary office before 1:00 p.m. to effectively coordinate timely messages to the homeroom teachers, bus drivers, and parties involved.

Transportation to BOCES

- 1) Students travel to BOCES only by DeRuyter bus.
- 2) No student will be permitted to drive a car to the BOCES Center during school hours without special permission for extenuating circumstances only from the parent and principal and with prior permission from BOCES. Any car permission granted will extend to the driver only, for that day(s). **NO STUDENT RIDERS WILL BE PERMITTED.**

Consequences

1st offense- Half (1/2) of ISS

2nd offense- One (1) day off ISS

Each subsequent offense will be a day of ISS and Principal decision.

Transportation to Special Events

When students leave DeRuyter on a school bus to attend a function, they will travel back to DeRuyter on that bus. As an exception, chaperones may release students only to their parents. For any other transportation arrangements, permission slips must be turned in to the office before the event, with approval by parent and administrator to follow.

Student-Driven Vehicles

Students requesting permission to drive to school must obtain a permit from the High School Office to register their vehicle and park on school grounds. Grade 12 students **only** may park in the designated 15 spots which will be awarded based on a lottery system. Applications for these permits will be distributed to Seniors **only** the first week of school. Students who drive in an unsafe manner on or around school property will lose privileges and may be reported to the authorities. All other parking spaces in the North and South lots are reserved for staff and visitors only.

NOTE: If you do not receive a parking permit, you cannot park on school property.

Hall Passes

Students are expected to have Hall Passes at all times with the exception of transition times.

Academic Integrity

Honesty is assumed and expected in all academic endeavors, be it homework assignments, routine essay assignments, quizzes, tests or major research projects. Any form of cheating, be it as simple as offering or accepting homework assignments or as serious as intentional plagiarism* will NOT be tolerated. It is our intention to be sure that our students understand the seriousness of academic dishonesty prior to leaving high school and the impacts it will have on them.

Direct evidence of academic dishonesty will be addressed in the following ways:

Homework Assignments

- A single episode of receiving or providing direct assistance; failure on the assignment in question and further consequences as outlined in the Student Code of Conduct
- Continued practice; Conference with principal and parent and further consequences as outlined in the Student Code of Conduct

Quizzes, Essay Assignments, Exams, Projects, Research Papers, Etc. (For receiving or providing assistance)

- A single episode:
 - a. Automatic failure on the quiz, essay, exam, project, research paper, etc.
 - b. Parental conference at the discretion of the teacher
 - c. Further consequences as outlined in the Student Code of Conduct
- A second or continued episode:
 - a. Conference with Principal and Parent
 - b. Automatic failures in the assignments in question or may result in failure of the grading quarter course – at the discretion and agreement of both the teacher and the principal
 - c. Further consequences as outlined in the Student Code of Conduct

*** Plagiarism: The use of words or ideas of another person without adequate acknowledgement**

A teacher suspecting intentional plagiarism may follow either or both of the following procedures:

- Request cited source material from the student
- Independently research cited source material for comparative purposes

Students must present source materials that they use in preparing essays, reports, research papers, etc. Failure to present source materials will be taken as an admission of plagiarism.

Grading Policy

Homework:

At DeRuyter Central School, we believe that learning is a three way partnership among students, parents/guardians, and the school. Homework is an integral part of that partnership. We believe that homework provides opportunities for development of self-discipline, responsibility, time-management, and organizational skills. It is important that homework reinforces and complements the work students do in school. The amount of homework students receive should reflect the stage at which they are in their schooling and in their personal and academic development.

- It is expected that homework will be carefully and neatly completed by the date indicated by your teacher.
- All homework completed and handed in will be evaluated.
- Late homework assignments will be accepted, but may accrue less credit than otherwise may have been earned or no credit at all.

Incompletes:

- An Incomplete (I) is a grade given if a faculty member believes the student deserves additional time to complete a test, assignment, project, etc.
- Incompletes must be given in instances where the work is missing due to a medically excused absence. Incompletes must be satisfied within 5 weeks or the grade becomes an "F" or 50.
- Students who receive incomplete grades will not have their grades calculated for Honor Roll purposes.

On-Line Courses:

All costs incurred are the sole responsibility of the student.

Credit from an on-line course may be earned by a student enrolled at DeRuyter Central Schools only if:

- The course is not offered at DeRuyter Central School and
 - No appropriate course is available in the curriculum area
- OR
- The course will serve as a supplement to extended homebound instruction related to a health-related or disabling condition
 - The student has been expelled from the regular school setting, but educational services are to be continued.

In all cases approval for such an on-line course must be granted by the appropriate teacher, Guidance Office, and the Principal.

Students applying for permission to take an on-line course will do the following:

- Complete pre-requisites, possess a minimum GPA of 85, and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an on-line learning environment;
- Obtain written approval of the Principal before enrolling in an on-line course;
- Adhere to the DeRuyter Central School code of conduct to include rules of behavior and consequences for violations;

Post-Completion

- On-line courses will appear on student's transcript but will not be counted towards GPA.

Calculation of Final Grades for Students in Grades 6-12:

Ten-Week Courses- Take the averages of the 10 week marking period, multiply by four (4), add the final exam and divide by five (5).

Twenty-Week Courses- Add the average of the two marking periods, multiply by two (2), add the final exam and divide by five (5).

Forty-Week Courses- Add the averages of the four (4) marking periods, add the final exam and divide by five (5).

A passing grade is a 65 for students in grades 6-12.

Fifty (50) is the lowest grade that may be recorded on report cards for the 1st and 2nd marking periods; however, for the 1st quarter of a semester course the lowest grade given will be a 50 and the actual grade will be given for the second quarter. If a 50 is given, and it represents a lower grade, the following comment will be included on the report cards "Actual grade lower than grade indicated". The 50's for 1st and 2nd marking periods will be averaged in determining final averages. Actual student grades will be reported for all interim grades (i.e., 5, 15, 25 and 35 week grades) and for 3rd and 4th quarter grades.

Calculation of Grade Point Averages:

When calculating Cumulative Grade Point Averages (CGPA), grades for honor classes will be weighted 1.05 and advanced placement/concurrent enrollment classes will be weighted 1.10.

Weighted averages will be used when calculating Valedictorian and Salutatorian, honor rolls, National Honor Society selection, and class rank.

Adding or Dropping a Course:

Every student is required to carry 5 1/2 credits including Physical Education and no course may be dropped if it leaves a student enrolled in fewer than 5 1/2 credits. Changes to schedules must be made by the end of the first week of school.

Students who choose to drop courses after the first week of school:

- Must have valid reasons for dropping
- May not drop prior to the 5th week of the marking period (with the exception of changes made by the end of the first week of school)
- May not drop a course after the 10th week of marking period (on an individual basis, courses may be dropped at the Principal's discretion)
- A "Request for Schedule Change" form is completed properly and meets the approval of parents, teachers, principal and guidance. If a course is dropped after the first ten (10) weeks, then a "Drop" will be reflected on their report card and transcript.
- Students must follow their original schedule until they receive an approved new schedule from guidance

Homework Policy

Purpose of Homework

- Reinforce school learning by practicing for mastery and application of basic skill.
- Provides extension of the school day and learning.
- Strengthens the home and school connection.
- Provides opportunities for development of self-discipline, responsibility, time management and organizational skills.

Partners in the Homework Process

We share the understanding that homework is an essential part of learning and school success.

Student's Responsibilities

- Maintain and use agenda by writing down all assignments.
- Complete homework assignments accurately, neatly and submit on time.
- Seek assistance from teachers and parents when difficulties arise.
- Complete assignments missed because of an absence.

Teacher's Responsibilities

- Provide quality homework activities.
- Clearly state and post assignments so students can write them down correctly.
- Ensure that students are aware of what is expected of them and how their work will be assessed.
- Coordinate major assignments, exams, and long-term projects across disciplines.
- Make periodic checks to make certain that the agenda is being used correctly.
- Alert parents when homework problems arise and suggest strategies they can use to assist their children with homework.
- Teachers will keep a log of all missed homework, which will include action taken, and communication with student and parent.

Parent's Responsibilities

- Take an active interest in homework.
- Check your child's agenda daily and make sure assignments are completed and turned in.
- Provide time, space and materials for your child to complete homework.
- If there are any concerns about your child's progress in class, contact the teacher or school counselor.

Student Rights and Responsibilities

A student in the DeRuyter Central School shall have the right to:

1. Take part in all activities on an equal basis regardless of race, gender, or national origin.
2. In all matters, have the opportunity to present their version of the facts and circumstances, with truthfulness and honesty, leading to decisions of disciplinary consequences.
3. Address the Board of Education in the same manner as any citizen.

It shall be the responsibility of each student in the DeRuyter Central School District to:

1. Become familiar with and abide by all rules and regulations pertaining to student conduct.

2. Work to the best of his/her ability in all academic and co-curricular pursuits and strive toward the highest level of achievement possible. This includes completing class and homework assignments on time.
3. Conduct him/her, when participating in or attending school-sponsored co-curricular events, as a representative of DeRuyter Central School District and as such hold himself/herself to the highest standards of conduct, demeanor, and sportsmanship.
4. Be in regular attendance in school and in class.
5. Be responsible for contributing to the maintenance of an environment that is conducive to learning, show respect to all persons and to property.
6. Make constructive contributions to our school and to report with honesty and truthfulness the circumstances of school related issues.
7. Act and speak respectfully about issues/concerns.
8. Use non-sexist, non-racist and other non-biased language
9. Respect and treat others with tolerance and dignity regardless of actual or perceived race, color weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) or sex.
10. Use communication that is non-confrontational and is not obscene or defamatory
11. Report acts of bullying, discrimination, harassment and other inappropriate actions that hurt others.

Dignity for All Students Act

The Dignity for All Students Act amends Education Law to put in place procedures for the creation of school environments free of bullying, discrimination and/or harassment. The law is effective July 1, 2012.

The DeRuyter Central School District prohibits bullying, discrimination and/or harassment against any student by employees or students that creates a hostile environment by conduct (with or without physical conduct) or verbal statements, intimidation or abuse, including cyberbullying, that either (1) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, or benefits, or with the student's mental, emotional, and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably cause a student to fear for his or her physical safety; or (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for their physical safety.

The prohibition of discrimination includes, but is not limited to, threats, intimidation, or abuse based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender (identity or expression) or sex, on school property or at school functions.

Prevention is the cornerstone of the District's effort to address bullying and harassment. In order to implement its anti-bullying prevention program, the Board will designate, at its annual organizational meeting, individuals at each school to act as the DAC. These individuals shall be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, sex and any other legally protected status.

The DAC's 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.

The DAC's will be responsible for assisting in coordinating and enforcing the requirements of the Dignity for All Students Act and its related policies and regulations at each school building, including but not limited to:

- Professional development for staff members
- The complaint process; and
- Support of the Dignity Act's civility curriculum components.

The Dignity Act Coordinators for the 2019-2020 school year for each building are:

| | | |
|----------------------|----------------------|--|
| DeRuyter Elementary | Mrs. Jenny Valente | Valente@deruytercentral.org 315-852-3400 ext. 7122 |
| DeRuyter High School | Mr. Stephen Rafferty | Rafferty@deruytercentral.org 315-852-3400 ext. 7105 |

Attendance Procedures

Student absence without prior knowledge and consent of a parent/guardian is considered truancy, an illegal and/or an unexcused absence. Truancy will be dealt with as outlined in the Code of Conduct.

Skip Days: Occasionally students get together and organize a day or part of a day off from school. The DeRuyter Central School District does not condone these activities. Students participating in such activities will be subject to sanctions for truancy as outlined in the Code of Conduct. The truancy is considered an illegal absence regardless of parent permission.

Absence from School

If a student is going to be absent from school a parent/guardian should contact the attendance clerk at 852-3400 ext. 7204. If the school does not hear from a parent/guardian an attempt will be made to contact them to ascertain the reason for the absence. Upon returning to school, students should report directly to the Attendance Office to present an excuse and obtain a re-admission slip. A dated written excuse for absences is due the day a student returns to school. **The following are legal excuses: personal illness, death in the family, doctors or dentist's appointment, court appearance, and religious observation. College visitations, when arranged with your guidance counselors, are allowable.** Other absences are considered illegal by the State of New York and by our Board of Education.

Extra Curricular Events

In order to participate in extracurricular events after school, the student must be in attendance the entire day (8:05-2:55). If the event is on a Saturday, the student must be in attendance all day the Friday prior to the event. If the event is over a break, the student must be in attendance the last day of school before the break in order to participate at all. Any student who leaves school due to illness is not eligible for participation that day. Any student who is tardy or absent for part of the day due to a

medical or dental appointment must provide documentation signed by a parent or guardian stating the time and date of the appointment. **See “Tardiness to School” below.**

Absence from BOCES Occupational Education Classes

1. Students attending occupational education courses at BOCES are subject to all BOCES rules and procedures regarding attendance and behavior, as well as the rules of DeRuyter Central School.
2. Students who miss the BOCES bus will report to the Principal’s Office.
3. If a pattern of illegal absenteeism develops, the student may be dropped from the BOCES program

BOCES students returning to the building MUST sign in at the Secondary (Main) Office.

Tardiness to School

All students are expected to be in school and in class, on time, all days that school is in session. Any student not in his/her assigned homeroom or first period class at the start of the scheduled school day is considered either absent or tardy. If a student arrives at school after 1st period has begun, he/she should report immediately to the Security office to sign in. A written excuse is required explaining why the student is late. If the student does not have an excuse explaining his/her tardiness, he/she must submit a note from his/her parents/guardians the following day explaining the reason for his/her tardiness. The tardiness or absence will be treated as illegal until a note is received documenting a legal excuse.

Students are expected to be in school the entire day from 8:00 AM – 2:55 PM. Once a student has been tardy or dismissed early 3 times during a ten (10) week marking period, a student may not participate in athletic activities (including practices and games) or extra-curricular activities on that day unless they bring a doctor’s note to the nurse. If there are no practices, games, events or activities the day the student reaches the third tardy or early dismissal, the student may not participate the next time said activities are held.

If a student is not currently participating in extra-curricular activities or athletics, the student will serve 2 days (90 minutes) of after school detention on the following Tuesday and Wednesday or whenever the after school bus run occurs.

Once the suspension and/or detention has been earned and served, the student’s attendance cycle will be reset and the process started above will begin again. Chronic offenders will be referred to the principal for possible additional disciplinary action.

Tardiness to Class

A student entering class after the bell rings is late. For every 3 times a student is late to class or absent from school without a legal excuse the following disciplinary actions will be taken:

- | | |
|---------------|--|
| 1st Offense - | Warning by Principal and law and school policy explained |
| 2nd Offense - | One (1) detention at lunch time and parent notification |
| 3rd Offense - | Two (2) detentions at lunch and parent notification |
| 4th Offense - | Five (5) detentions at lunch and parent notification |
| 5th Offense - | Half (1/2) day ISS and parent notification |
| 6th Offense - | Principal’s decision |

Leaving the Building

Students (i.e., all students, including students 18 years of age or older) who need to be excused from school are to bring a written excuse to the Attendance Office before the beginning of the school day. The excuse must state the reason and time being excused and must be signed by their parent/guardian. The dismissal time will be noted on the absentee sheet. Students will be dismissed from school for legal reasons: medical appointments, court appearances, and legal matters. Arrangements must be made with the Guidance Counselor, parents, employer, and the Principal for school release for employment. BOCES releases need home school, BOCES, and parental approval.

In case of emergency, the nurse may excuse students if the Principals are not available.

1. Students (i.e., all students, including students 18 years of age or older) who wish to leave the building must first sign out in the Security Office. They must show a written excuse from home or from the Health Office before leaving. Returning to school after an appointment, students must sign in at the Security Office and get a pass to return to class.
2. Students may not leave the school property without approval by the Principals, or School Nurse.
3. Leaving the school building or property without authorization is a serious offense and may result in suspension.
4. Senior National Honor Society members in grades 12 have the privilege of leaving school to go to Sal's for lunch Thursday and Friday. Students in grade 11 have the privilege of leaving school to go to Sal's for lunch Thursday. The following rules apply:
 - a. Sign out in the Security Office.
 - b. Travel on foot. No vehicle may be used.
 - c. If a student returns late
 - i. The first time they lose the privilege for one month
 - ii. A second time they lose the privilege for the rest of the school year
 - d. Food is to be eaten at Sal's.

SENIOR PRIVILEGES (SP)

- Seniors will be able to go outside for lunch, weather permitting, at picnic tables (with supervision)
- If lunch is followed by a study hall, seniors may be allowed to work outside (weather permitting) on picnic tables AFTER signing out from their study hall and with staff supervision.
- During homeroom, seniors will be allowed to drink a hot beverage purchased from the cafeteria

Eligibility Requirements:

Academics

- Must not be on Fail 1 or Fail 2

Attendance

- An unexcused tardy will result in loss of senior privileges for at least that day
- Unexcused absences or truancy (from class or school) will result in loss of SP for at least a week

Behavior

- One or more ISS periods will result in the loss of SP for the rest of that week
- ISS for ½ day = Loss of SP for 1 week (five school days)
- ISS for full day = Loss of SP for 5 weeks
- 1 day OSS = Loss of SP for 10 weeks
- More than 1 day of OSS = Loss of SP for 20 weeks

Senior Parking

Seniors have the privilege of parking on campus in assigned senior parking spaces ONLY with a parking permit from the High School Office. If seniors misuse or abuse this privilege, it may be revoked temporarily or permanently.

Guidelines for Fail 1 and Fail 2 Lists for ALL Students in Grades 6-12

FAIL 1

APPLIES TO ALL STUDENTS IN GRADES 6-12

Students are **restricted** to Study Hall until off the Fail List. Only those students who bring a pre-signed pass from a teacher will be allowed to leave study hall for help from that specific teacher.

- Students must attend a minimum of **four (4)** afterschool study hall sessions in order to be eligible to get off the Fail list.
- Students may attend practice and are permitted to participate in extra-curricular activities *(including but not limited to: school clubs, dances, sports team practices/events/contests, school play, field trips, NYSSMA, All County, and Prom and Class/Senior Trip)* if they **ARE** attending the after school sessions.
- At the end of three weeks (begins the Tuesday after report cards are mailed) **students are responsible for going to their teachers with the academic eligibility form to confirm that they are passing ALL subjects.**
- If the student is **NOT** passing at the end of the three (3) weeks, they will be **ineligible** to participate in extra-curricular activities *(including but not limited to: school clubs, dances, sports events/contests, school play, field trips, NYSSMA, All County, and Prom and Class/Senior Trip)* for the remainder of that **mid mark/marketing period**. Students on the Fail 1 List are eligible to attend educational field trips that take place during the school day between 8:00am and 3:00pm.

FAIL 2

APPLIES TO ALL STUDENTS IN GRADES 6-12

- Students in grades 6-12 who are failing **two (2) OR more** courses will be ineligible to participate for the **remainder of the 5-week mid/marketing period** in any extracurricular activities, *(including but not limited to: school clubs, dances, sports team practices/events/contests, school play, field trips, NYSSMA, All County, and Prom and Class/Senior Trip)*. Students on the Fail 2 List are eligible to attend educational field trips that take place during the school day between 8:00am and 3:00pm.
- Restricted to Study Hall for **FIVE (5)** weeks. Only those students who bring a pre-signed pass from a teacher will be allowed to leave study hall for help from that specific teacher
- Ineligible students can **ONLY** come off the list if they **ARE** passing all courses at **the end of the mid/marketing period (whichever applies)**. **Students are responsible for going to their teachers with the academic eligibility form to confirm that they are passing ALL subjects.**
- Students must attend after school study hall on Tuesdays and Wednesdays until they are no longer failing.

After School Program/Detention

When: Tuesdays and Wednesdays after school from 3:00-3:45 pm

Where: Rooms are to be determined each week

Remember: Student must sign up to ride the late bus with Mrs. Newkirk in the Main office by 1:00 p.m. on the day they are staying after.

Rules of the After School Program:

- Students are to report to the designated rooms by 3:00.
- Students are to bring everything they need with them as they will not be allowed to go to their lockers. Students should also bring with them their agenda, an outside reading book, writing utensil, and all homework.
- Students are to work quietly and respect the adult in charge.
- Students will be dismissed at 3:45 to go to their lockers and get ready to go home.
- Students will be allowed to attend practice at 3:45 when the after school program ends.
- Cell phones and other electronic devices may NOT be used, except for instructional purposes, once you enter the after-school classroom until the dismissal bell rings.

Who must attend?

- Students assigned for detention by the a teacher, or the Principals
- Any student in 6-12 who are on the **Fail 1 OR Fail 2** lists and want to work to get off these lists.
- Students who are on the Fail 1 or Fail 2 lists involved in extra curricular activities (sports, musical etc) must attend or they will miss the next scheduled event.
- Students on the Fail 1 list who wish to participate in ANY extra-curricular activity.

Cell Phone Policy

(Including, but not limited to cell phones, iPods with earphones and, MP3 Players with earphones) Students may use their cell phones for texting purposes between periods only, outside the classroom in the hallway and the last 15 minutes of their lunch period. All electronic devices (including, but not limited to MP3 Players with headphones, Cell Phones, iPods with headphones) must be powered off and out of sight in study halls and the cafeteria and may only be used in the classroom with teacher permission for instructional purposes. There will be consequences for those students who do not comply. Refusal to give the phone to a staff member upon request will be considered insubordination. Taking photos of or video/audio recording of other students and staff members is prohibited.

Unauthorized activation and/or use of cell phones may result in confiscation and/or search of the cell phone as such action is a direct violation of school policy. At a minimum, the following consequences will occur:

First Offense

- Item is taken away and given to an administrator
- A phone call is made to the parent by an administrator
- Item is returned to the student at the end of the school day
- Three (3) lunch Detentions

Second Offense

- Item is taken away and given to an administrator
- A phone call is made to the parent by an administrator
- Item must be retrieved by the parent
- Five (5) lunch Detentions

Third Offense

- Item is taken away and given to an administrator
- A phone call is made to the parent by an administrator
- Item must be retrieved by the parent
- ISS (length of ISS to be determined by administrator) for each offense (cumulative)

Remember: Cell phones and other electronic devices, like other personal items brought by a student into a school zone may be subject to search. The extent of the confiscation and/or search of the electronic device is dependent upon circumstances present at the time and within the discretion of school authority. The outcome of the search may result in further school consequences and/or a criminal investigation by the police.

Student Dress Code

The intent of the dress code is to foster an environment that is sanitary, safe and conducive to teaching and student learning. It is also intended to provide guidance to prepare students for their role in the work place and society. All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. School functions are defined as school-sponsored extra-curricular events or activities that occur both on and off school property, including but not limited to athletic events, concerts, dances and field trips. This is especially important when at functions outside the school. Your dress needs to be appropriate for the function you are attending. At these times you are a representative of your community and school, and the impression you make reflects on all.

The school does not dictate styles. However, school officials reserve the right to determine what acceptable and unacceptable attire is. Students and their parents have the primary responsibility for acceptable student dress, grooming, and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. The Board of Education shall comply with provisions of State Education Law and Decisions of the Commissioner of Education dealing with student dress. A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:

1. Not endanger the health, safety and welfare of self or others..
2. Not disrupt or interfere with the educational process. **Clothing which may be deemed inappropriate** (dependent upon school activity and setting) includes, but is not limited to: tube tops, halter tops, spaghetti straps (shoulder straps should be at least two fingers wide), bare midriffs (front and/or back), muscle shirts, low-cut and/or sagging pants, ripped or "destroyed" pants, swimsuits, sunglasses, and any see-through garments.
3. Not include items that are vulgar, obscene, or that defame or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, gender identity or disability.

4. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.
5. Skirts and shorts must extend at least to the top of the palm when standing normally, unless leggings are worn underneath.
6. Necklines and backs of blouses and shirts
 - a) No lower than one hands' width below the collar bone in front.
 - b) No lower than the center of the shoulder blade in back.
 - c) One hand must be able to cover any opening below the arm.
7. Ensure that undergarments are completely covered with outer clothing. Any clothing insufficient to conceal undergarments at all times such as low-cut or sagging pants, ripped or "destroyed" pants, mesh/sheer shirts, and transparent blouses, shirts or dresses are not allowed
8. Back Packs/Book Bags (of all sizes) will be stored in lockers between 8:00a.m. and 2:55p.m.
9. Footwear should be worn at all times. Footwear needs to be appropriate for the activity (i.e., athletic shoes for P.E., closed toe shoes for outdoor activities, etc.)
10. No jewelry (watches, rings, necklaces, bracelets, piercings, etc.) will be worn during physical education.
11. All hats, visors, bandannas worn in any manner, and other head coverings-are not allowed to be worn during the school day (8:00a.m.-2:55p.m.) except for medical or religious purpose.

Consequences

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, or replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out-of-school suspension.

All Staff are responsible for reasonably enforcing the dress code. In the case of a question regarding whether a student is in violation of the dress code the Principals will be responsible for making a final determination. In such a case the student should be sent to the appropriate office with a pass. On the back of the pass the teacher should simply state what part of the student's dress, grooming and appearance is in violation of the Student Dress Code and the Principals will make a determination.

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

Formal and Semi-Formal Dress Code
(Includes the Prom, Home-Coming and other dances and Extra-Curricular Events)

- ❖ These guidelines will be enforced, with modesty in mind.
- ❖ Necklines and backs of dresses, tops and jackets must be worn no lower than one hands' width below the collar bone in front; no lower than the center of the shoulder blade in back; and one hand must be able to cover any opening below the arm.
- ❖ More than one-third of the midriff may not be exposed including the front and sides.
- ❖ Dress, skirt and pant length, including any slits, must be at least mid thigh (that is, the hemline must be longer than 5 inches above the middle of the knee both front and back).
- ❖ No pinning will be allowed as an alteration for any garment. Fabric inserts must be sewn, not pinned on the garment if the garment does not meet dress code without inserts.
- ❖ Pants should fit properly on the hip and not sag below the waistline.

Please Note:

- ❖ These guidelines apply to both DCS students and their dates.
- ❖ It is the responsibility of the students to inform their dates of the dress code guidelines.
- ❖ DCS students and/or their dates who are not dressed appropriately may not be allowed to enter the Prom, Homecoming or other dances or extracurricular events.
- ❖ These guidelines do not limit your ability to show your style and uniqueness.
- ❖ If you have questions about your prom attire, you may bring it in or a photo (front and back) to show to the principal, a guidance counselor or your class advisor.

Appropriate Use of Computers

It is the intent of the DeRuyter Central School Board of Education to make Internet access available to students to further educational goals and objectives by granting students the opportunity to utilize vast information resources and collaborate with other students, educators, professionals and experts throughout the world.

However, access to the Internet is a privilege, not a right. Students using the Internet are expected to conduct themselves in a responsible manner and are required to comply with the standards of behavior contained in the student handbook, board policies and discipline code.

The following conduct is not permitted by students using the Internet services:

1. Sending, displaying or distributing offensive messages, materials or pictures.
2. Using obscene language.

3. Harassing, insulting and/or attacking others. This also includes conversations, e-mail, instant messages, and postings at home that are brought into the school. Cyber-bullying will not be tolerated in school. It is disruptive to the education of students.
4. Damaging computers, computer systems or computer networks. This includes creating or willfully disseminating computer viruses.
5. Adjusting, changing or viewing computer system configurations or settings in any way.
6. Violating copyright laws.
7. Using another's password.
8. Trespassing into another's folder, work or files.
9. Intentionally wasting limited resources.
10. Downloading files from the Internet (either to the student's H:\ drive on the server or to a workstation's hard drive), installing or running software, unless specifically instructed to do so by a DeRuyter Central School faculty or staff member.
11. Employing the network for commercial purposes.
12. Sending, displaying and distributing messages, materials or pictures containing adult material or material that threatens or intimidates a person or group of people on the basis of their sex, race, color, religion or national origin.
13. Removing/moving, unplugging, altering, or adding equipment or software to the computers or network without the approval of the network administrator. This includes wireless equipment.
14. Connecting personal technology equipment or media, such as, but not limited to, laptops, flash drives, CD-ROMS, etc., to the computers or network without prior approval from the classroom teacher or network administrator. Any personal technology equipment or media must go through a thorough scanning process to prevent the potential spread of viruses or damaging applications.

The Internet contains essentially unregulated sources of information and communication. Furthermore, some material accessible via the Internet may contain items, which are illegal, defamatory, inaccurate, or potentially offensive to some people. While it is the District's position to make Internet access available only to further educational goals and objectives, students may find ways to access other material as well. As school officials have no control over the information available through the Internet, the District cannot be responsible for restricting, monitoring or controlling the communications of the individuals utilizing these services. Ultimately, parents and guardians of minors are responsible for setting and conveying standards that their children should follow when using these information sources.

While storage areas of the school computer network may be treated like school lockers, users should not expect their files stored on District servers or computers to be private in nature. Network administrators and school authorities may review files and communications to maintain system

integrity to ensure that users are using the system responsibly. Student use of the Internet, sites visited, time on the site, and location of the computer within the school is recorded and monitored. In order to access the Internet, permission from an adult will be sought by the student. Adults in the building will be observant of the sites students are visiting. Each time a student logs on to a district computer, an acceptance of responsibility statement will appear. Students are responsible for their conduct.

Consequences for Violation of Computer Usage:

1. Violations may result in suspension and/or revocation of student access to the District's computer system as determined in accordance with appropriate due process procedures.
2. Additional disciplinary action may be determined at the building level in accordance with existing practices and procedures regarding inappropriate language or behavior, as well as federal, state and local law.
3. When applicable, law enforcement agencies may be involved.

Office Computers – No student Use

The computers used by office staff containing student and staff data, are restricted from student use (i.e. nurse, elementary office, MS/HS office, guidance/attendance office).

Library Media Center

The DeRuyter Central Library empowers students to be passionate learners and responsible citizens by ensuring that students and staff are effective users of ideas and information.

(adapted from the DCS Mission Statement and AASL's *Empowering Learners*, 2009)

Library Media Specialist (LMS): Ms. Jones

Library Aide: Mrs. Hyde

LMC Policies

- Be respectful to/of:
 - LMC staff
 - other students and teachers
 - LMC material and equipment
- Come prepared and ready to work (or read) for the entire period
- Electronics (phones, iPods, etc.) are for approved, educational use only
- Students coming to the LMC outside of scheduled class times:
 - must have a pass
 - must sign in when they arrive
 - must sign out and have a pass if they leave before the end of the period
 - may be removed from the LMC if unable/unwilling to adhere to LMC policies
- All materials checked out from the LMC are the responsibility of the patron.
 - Lost/damaged materials must be paid for (or replaced, with LMS approval).
 - Patrons with overdue (or non-paid for lost/damaged items) may need approval from the LMS to check out materials.
- LMC material loans:
 - PK - K: 1 book for 1 week (2 books for 1 week after 25 returns)
 - 1st - 2nd: 2 items for 1 week
 - 3rd - 5th: 3 items for 1 week
 - 6th - 12th: 4 items for 2 weeks
 - audio-books and videos: students may have only one checked out at a time

- Inter Library Loan (ILL) items: determined by loaning library (generally 2 weeks)
- Additional policies and procedures may be established throughout the year in order to maintain a positive learning/working environment, or to accommodate specific situations.

Sexual Harassment of Students

The Board of Education affirms its commitment to non-discrimination and recognizes its responsibility to provide for all District students an environment that is free of sexual harassment and intimidation. Sexual harassment is a violation of law and stands in direct opposition to District policy. Therefore, the Board prohibits and condemns all forms of sexual harassment by employees, school volunteers, students, and non-employees such as contractors and vendors which occur on school grounds and at all school-sponsored events, programs and activities including those that take place at locations off school premises. Generally, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication of a sexual nature when:

- a) Submission to or rejection of such sexually harassing conduct and/or communication by a student affects decisions regarding any aspect of the student's education, including participation in school-sponsored activities;
- b) Conditions exist within the school environment that allow or foster obscene pictures, lewd jokes, sexual advances, requests for sexual favors or other harassing activities of a sexual nature; and
- c) Such conduct and/or communication has the purpose or effect of substantially or unreasonably interfering with a student's academic performance or participation in an educational or extracurricular activity, or creating an intimidating, hostile or offensive learning environment; and/or effectively bars the student's access to an educational opportunity or benefit.

The Board acknowledges that in determining whether sexual harassment has occurred the totality of the circumstances, expectations, and relationships should be evaluated including, but not limited to, the ages of the harasser and the victim; the number of individuals involved; and the type, frequency and duration of the conduct. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from a third party such as a school visitor, volunteer, or vendor, or any other individual associated with the School District. Sexual harassment may occur from student-to-student, from staff-to-student, from student-to-staff, as well as staff-to-staff.

In order for the Board to enforce this policy and to take corrective measures as may be necessary, it is essential that any student who believes he/she has been a victim of sexual harassment in the school environment, as well as any other person who is aware of and/or who has knowledge of or witnesses any possible occurrence of sexual harassment, immediately report such alleged harassment; such report shall be directed to or forwarded to the District's designated complaint officer(s) through informal and/or formal complaint procedures as developed by the District. Such complaints are recommended to be in writing, although verbal complaints of alleged sexual harassment will also be promptly investigated in accordance with the terms of this policy. In the event that the complaint officer is the alleged offender, the report will be directed to the next level of supervisory authority.

Upon receipt of an informal/formal complaint, the District will conduct a thorough investigation of the charges. To the extent possible, within legal constraints, all complaints will be treated as

confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges, and any disclosure will be provided on a "need to know" basis.

Based upon the results of the investigation, if the District determines that an employee and/or student has violated the terms of this policy and/or accompanying regulations, immediate corrective action will be taken as warranted. Should the offending individual be a student, appropriate disciplinary measures will be applied, up to and including suspension, in accordance with District policy and regulation, the Student Code of Conduct, and applicable laws and/or regulations. Should the offending individual be a school employee, appropriate disciplinary measures will be applied, up to and including termination of the offender's employment, in accordance with legal guidelines, District policy and regulation, and the applicable collective bargaining agreement(s). Third parties (such as school volunteers, vendors, etc.) who are found to have violated this policy and/or accompanying regulations will be subject to appropriate sanctions as warranted and in compliance with law.

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of sexual harassment. Follow-up inquiries shall be made to ensure that harassment has not resumed and that all those involved in the investigation of the sexual harassment complaint have not suffered retaliation.

Regulations will be developed for reporting, investigating and remedying allegations of sexual harassment. An appeal procedure will also be provided to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable complaint officer(s).

Such regulations will be developed in accordance with federal and state law as well as any applicable collective bargaining agreement(s).

The Superintendent/designee(s) will affirmatively discuss the topic of sexual harassment with all employees and students, express the District's condemnation of such conduct, and explain the sanctions for such harassment. Appropriate training and/or "awareness" programs will be established for staff and students to help ensure knowledge of and familiarity with the issues pertaining to sexual harassment in the schools, and to disseminate preventative measures to help reduce such incidents of prohibited conduct. Furthermore, special training will be provided for designated supervisors and managerial employees, as may be necessary, for training in the investigation of sexual harassment complaints.

A copy of this policy and its accompanying regulations will be available upon request and may be posted at various locations in each school building. The District's policy and regulations on sexual harassment will be published in appropriate school publications such as teacher/employee handbooks, student handbooks, and/or school calendars.

Legal References:

Title IX of the Education Amendments of 1972,
20 United States Code (U.S.C.) Section 1681 et seq.

42 United States Code (U.S.C.) Section 1981(a)
29 Code of Federal Regulations (C.F.R.)
Section 1604.11(a)

34 Code of Federal Regulations (C.F.R.)
Section 100 et seq.

Title VII of the Civil Rights Act of 1964,
42 United States Code (U.S.C.) Section 2000e et seq.
Executive Law Sections 296 and 297

Tobacco Free School Policy

Rationale: The School Board recognizes its responsibility to promote the health, welfare and safety of students, staff and others on school property. The health hazards of tobacco use have been well documented. This policy is established to:

- reflect and emphasize the hazards of tobacco use;
- be consistent with state and federal laws;
- protect the health and safety of all students, staff and visitors;
- supplement the prevention curriculum taught in the classroom; and
- set a non-tobacco use example by adults

To support and model a healthy, pro-active tobacco-free environment for everyone the School Board establishes the following policy:

Tobacco Use Prohibited: No person shall use, possess, sell or distribute and e-cig, jewel or a Tobacco Product at anytime, anywhere on school property, in or on a School Bus or in any vehicles used to transport children or school personnel, in any vehicle (public or private) while on school grounds, or at any School Function. Possession of tobacco products and paraphernalia, as well as tobacco promotional items is prohibited by students at all times.

A Tobacco promotional item: is any object that has a brand, logo or other identifier including, but not limited to, clothing, hats, bags, accessories, gear, lighters and other personal articles.

Tobacco Prevention and Education:

Instruction to discourage the misuse of tobacco shall be implemented through all secondary health education programs and all elementary classrooms according to the needs and abilities of the pupils at successive grade levels. Staff responsible for teaching tobacco-use prevention shall have adequate training and participate in ongoing professional development activities to effectively deliver the education program as planned.

Tobacco advertising is prohibited on school property, grounds, at any school-sponsored event or activity off campus, and in all school-sponsored publications. The school will request tobacco ad-free editions of all publications in school libraries. School acceptance of gifts, funding, or parent/classroom educational materials from the tobacco industry are prohibited.

Tobacco cessation resources will be made available to staff, students, and visitors.

Communication: Signs communicating this policy shall be prominently posted on all building entrances, grounds, athletic fields, parking lots and vehicles.

The District shall also notify students, parents/guardians, staff, contractors and other school visitors annually of the tobacco free policy in written materials including, but not limited to, handbooks, manuals, contracts, newspapers, programs, school website and newsletters.

Enforcement: All administrators and school employees are expected to enforce the tobacco free policy. Students and visitors are encouraged to inform school employees if they see tobacco use on school grounds.

Student violations of this policy will lead to disciplinary action per the student code of conduct, including an alternative to suspension program. Any tobacco products or paraphernalia found in possession of a student will be confiscated and discarded.

Employee violations of this policy will lead to disciplinary action in accordance with personnel policies and may include verbal warning and/or written reprimand.

Violations of the policy by others will result in the following disciplinary action:

1. Verbal request to adhere to policy
2. If person refuses to stop, they will be asked to leave the premises
3. If person refuses to leave, refer to local authorities for trespassing

All student, school personnel and visitors are responsible for adhering to this policy at all times.

Legal References:

NYS Education Law, Article 9, Section 409. School building regulations in relation to health and safety.
NYS Education Law, Article 17, Section 804. Health education regarding alcohol, drugs, tobacco abuse and the prevention and detection of certain cancers.
NYS Department of Education, Commissioner's Regulations, Subchapter G, Part 135. Health, Physical Education and Recreation
NYS Public Health Law, Article 13-E, Section 1399. Regulation of smoking in certain public areas (Clean Indoor Air Act)
U. S. Department of Education—No Child Left Behind, Title IV C, Sections 4301 – 4304, Part A. Safe and Drug-Free Schools and Communities

Consequences for Violating the Tobacco Policy

Usage of Tobacco Products

Disciplinary Consequences for use of Tobacco Products:

- | | |
|-----------------|--|
| 1 st | 1 day OSS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 2 nd | 2 days OSS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 3 rd | 3 days OSS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 4 th | 5 days OSS, informal or formal Superintendent's hearing and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 5 th | Formal Superintendent's hearing plus consequences per the Athletic/Extra-Curricular Code of Conduct |

Possession of Tobacco Products/Paraphernalia

Disciplinary Consequences for possession of Tobacco Products/Paraphernalia

- | | |
|-----------------|---|
| 1 st | 1 day ISS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 2 nd | 2 days ISS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 3 rd | 2 days OSS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 4 th | 3 days OSS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 5 th | 5 days OSS, informal or formal Superintendent's hearing plus consequences per the Athletic/Extra-Curricular Code of Conduct |
| 6 th | Formal Superintendent's hearing plus consequences per the Athletic/Extra-Curricular Code of Conduct |

Alcohol and Substance Abuse Policy

The regulations regarding use of illegal substances and alcohol are outlined as follows:

- All school staff that suspects a student of misuse or of being under the influence of illegal substances or alcohol on school property will report it to the Principals immediately and relate in confidence the facts concerning the case.
- The Principals will conduct an investigation into the matter and document all information obtained.
- The Superintendent or Principal will call a Law Enforcement Agency and the parents of the student if the information appears to be substantial that a crime has been committed.
- The Law Enforcement Agency will conduct their own investigation and gather evidence to discover if a crime has been committed and proceed to court at their own discretion. (If student is under eighteen years of age, the parent will be in attendance during the interview with the student if conducted on school property.)
- The school administration will use such form of punishment as is deemed necessary and advisable for violations of the law and school rules and regulations such as out of school suspension, in-school suspension, etc., but in all cases will attempt to find help through social agencies and the parents for the offenders.

Any student who is apprehended in school with illegal substances or alcohol in his/her possession will be disciplined as follows:

If the drug has been prescribed by a doctor for the student's consumption during school hours, the medicine will be placed in the health office and the school nurse will administer it to the student. The parents will be notified of the incident and told that any future violations of this sort will result in disciplinary action.

Possession of Alcohol

- Suspension immediately for five days
- The parents will be requested to come and remove him/her from school
- Principal will contact Superintendent if further disciplinary action is deemed necessary
- May be contacted by appropriate law enforcement authorities

Use, Possession, Sale and/or Distribution of Illegal Substances (Including Paraphernalia with Drug Residue)

- Parents will be called to come to school immediately
- The substance will be turned over to the appropriate law enforcement agency
- Immediate suspension from school for five days
- The student may be requested to attend an informal or formal Superintendent's hearing prior to return to school

Under the Influence of Other Illegal Substances

- Immediate suspension
- The parents will be requested to come and get the student immediately

- The Principal may require a Superintendent's hearing if it is deemed warranted for further disciplinary action

Prohibited Substances & Consequences for Athletic/Extra Curricular Activities (also on page 70)

Use or possession of these substances in any form at any time during the sports season or extra-curricular activity is prohibited.

- A. Alcoholic beverages
- B. Tobacco Products
- C. Illegal Substances

Consequences

1st Offense during a school year – Suspension from the team and/or DCS extra-curricular activity for 10 calendar days. There will also be a required conference with the student, parents, Athletic Director/Activity Advisor and Principal. The student will be referred to a counseling program

2nd Offense during a school year – Dismissal from sport and/or DCS extra-curricular activity/club for at least 45 calendar days and a conference to occur with student, parents, Athletic Director/Activity Advisor and Principal. The student will be referred to a counseling program

- D. Marijuana
- E. Abusive non-prescription drugs, prescription drugs or use of performance enhancing drugs
- F. Narcotics, Barbiturates, Inhalants, Hallucinogens, Synthetic Drugs

1st Offense during a school year – Suspension from the team and/or DCS extra-curricular activity for 45 calendar days. There will also be a required conference with the student, parents, Athletic Director/Activity Advisor and Principal. The student will be referred to a counseling program

2nd Offense during a school year – Dismissal from sport and/or DCS extra-curricular activity/club for 60 calendar days and a conference to occur with student, parents, Athletic Director/Activity Advisor and Principal. The student will be referred to a counseling program

Reporting Violations of the Code of Conduct

Any student observing another violating this Code of Conduct on District property or at a District function shall report this information immediately to a District staff member, administrator or supervising adult. Any teacher, administrator, employee, Board of Education member, or other person may report a violation of the student disciplinary code to the Building Principal or his or her designee. The Principal may then make an investigation of the charges as deemed appropriate and institute an informal or disciplinary proceeding, and/or make a referral to the Committee on Special Education, as deemed necessary. Any weapons, alcohol, or illegal substances found shall be confiscated immediately, followed by notification of local law enforcement agency and the parents or legal guardian of the student involved. Appropriate disciplinary action will be taken, up to and including permanent suspension and referral for prosecution.

An Administrator will notify the appropriate local law enforcement agency by phone or in person of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the administrator learns of the violation. The notification must identify the student(s) and explain the conduct that violated the Code of Conduct and constituted a crime. The Building Principal must also notify promptly the appropriate local law enforcement agency when such administrator, believes that any harassment, bullying or discrimination may constitute criminal conduct.

Reporting Discrimination, Harassment, Bullying and Cyberbullying

The Building Principal is the school employee charged with receiving all reports of harassment, bullying and discrimination; however, students and parents may make an oral or written complaint of harassment, bullying or discrimination to any teacher, administrator or school employee.

The District will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment, bullying and cyberbullying; and will promptly take appropriate action to protect individuals from further discrimination, harassment, bullying and cyberbullying.

It is essential that any student who believes he/she has been subjected to discrimination, harassment, bullying or retaliatory behavior, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence, immediately report same to any staff member or administrator. The staff member/administrator to whom the report is made (or the staff member/administrator who witnesses or suspects bullying/cyberbullying behavior) shall document and take appropriate action, address the immediacy of the situation and shall promptly report in accordance with the following paragraphs.

Upon receipt of a complaint (even an anonymous complaint), or if a school employee otherwise learns of any occurrence of possible conduct prohibited by this policy, the school employee shall promptly and orally notify the school principal no later than one day after such school employee witnesses or receives the complaint or learns of such conduct. Such school employee shall also file a written report with the school principal no later than two school days after making such oral report.

After receipt of a complaint, the Building Principal shall lead or supervise a thorough investigation of the alleged harassing, bullying and/or retaliatory conduct. The Principal or the Principal's designee shall ensure that such investigation is completed promptly and investigated in accordance with the terms of district policy. All complaints shall be treated as confidential and private to the extent possible within legal constraints.

Based upon the results of this investigation, if the district determines that a school official, employee, volunteer, vendor, visitor and/or student has violated the district's Code of Conduct or a material incident of harassment, bullying and/or discrimination has occurred, immediate corrective action will be taken as warranted, it will take prompt action reasonably calculated to end the violation, 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 violation was directed.

As a general rule, responses to acts of harassment, bullying and/or discrimination against students by students shall incorporate a progressive model of student discipline that includes measured, balanced and age appropriate remedies and procedures that make appropriate use of prevention, education, intervention and discipline, and considers among other things, the nature and severity of the offending student's behavior(s), the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the student's behaviors had on the individual(s) who was physically injured and/or emotionally harmed. Responses shall be reasonably calculated to end the harassment, bullying, and/or discrimination, prevent recurrence, and eliminate the hostile environment.

Retaliation against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, cyberbullying and/or discrimination is prohibited.

In the event that the Principal is the alleged offender, the report will be directed to the Superintendent.

All complaints of alleged harassing, bullying (including cyberbullying) and/or retaliatory conduct shall be:

1. Promptly investigated in accordance with the terms of District Policy;
2. Forwarded to the school building's Dignity Act Coordinator for monitoring;
and
3. Treated as confidential and private to the extent possible within legal constraints

The Principal of each school in the District shall provide an annual report to the Superintendent on data and trends related to harassment, bullying and/or discrimination in accordance with applicable statutes and regulations.

Ranges of Consequences for Behavior Related Offenses

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

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

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

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

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

The listed sanctions are advisory, and as a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. However, the district may impose any level of discipline, even for a first violation, that is proportionate to the misconduct at issue.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the building Principal and, if warranted, shall be administered consistent with the separate requirements for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall be disciplined according to a manifestation determination process.

Although not all-inclusive, the following list of offenses on school property or at a school function may result in disciplinary action, the range of which is further described below. Students who are found to have violated the district's Code of Conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

| I | II | III |
|---|---|---|
| Options -Warning/Verbal Reprimand -Time-Out or Out of classroom -Loss of Privilege -Conference with Student -Communicate with parent -Detention (Lunch & After School) -Restricted to Study Hall -Counseling -*Restitution | Options -Removal from Class -*Suspension -In-School -Out of School -*Police Notification -*Removal from school property -*Saturday Detention | Options -*Alternative Placement -**Permanent Suspension *Administrator Action Only **Superintendent action only |

Offenses and Consequences

| <u>Offense</u> | <u>Definition</u> | <u>Range Of Consequences</u> |
|---|---|-------------------------------------|
| Absence (unlawful) | An absence for a day or any portion of a day for any reason other than those cited unlawful and/or failure to bring a note by a parent/guardian to verify a lawful absence. | I-II |
| Alcohol/Illegal Substance Violation | Possession, distribution, consumption, being under the influence, or sale of illegal substances or alcoholic beverages (including synthetic drugs), drug paraphernalia, or prescribed medication without district authorization on school property, at a school function, on a school bus or in a school vehicle. | II-III |
| Arson/Fire | Attempting to, aiding in, or setting fire to a building or other property. | II-III |
| Cyberbullying | As defined in this Code of Conduct | I-II-III |
| Cheating/Academic Dishonesty | Copying, plagiarizing, altering records, or assisting another in such actions. | I-II |
| Computer/Electronic Communication Misuse | Any unauthorized use of computers, software, or internet/intranet account to access internet/intranet; accessing another's e-mail or an appropriate website, misuse of a website. | I-II |
| Cutting Class | Illegal absence from a class or school activity. | I-II |
| Defamation | False or unprivileged statement or representation about an individual or identifiable group or individuals that harm the reputation of the person or the identifiable group. | I-II |
| Destruction of Property/Vandalism | Damage, destruction, or defacement (graffiti) of property belonging to another or the school. | II-III |
| Discrimination | As defined in this Code of Conduct | I-II-III |
| Disrespect Toward Others | Inappropriate comment or physical gesture to a student, teacher, staff member, or other adult. | I-II |
| Disorderly Conduct | Behavior disturbing the atmosphere or order, to include obstructing or restraining the authorized or lawful movement or participation of another. | I-II-III |
| Disruption-Classroom | Behavior that is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. | I-II-III |
| Disruption-School | Behavior that interferes with the safe and orderly environment of the school or school activity. | I-II-III |
| Driving/Parking | Failure to obey all state, district, and campus traffic and | I-II |

| <u>Offense</u> | <u>Definition</u> | <u>Range Of Consequences</u> |
|---|--|------------------------------|
| Electronic Devices | Use of electronic devices (cell phones, iPods, MP3's, etc.) during the school day without the permission of a staff member. | I-II |
| Failure to Serve Assigned Consequences | Failure to serve detention, suspension or consequences. | I-II-III |
| False Alarms/Bomb Threats | Initiating a report or warning of fire, or catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher. | II-III |
| Fighting | A hostile confrontation with physical contact involving two or more students. | II-III |
| Fireworks or Explosives | Possession, use, and/or threat to use a firework, smoke bomb, flare or combustible or explosive substance. | II-III |
| Gambling | Wagering money or property. | I-II |
| Harassment and/or Bullying | As defined in this Code of Conduct | I-II-III |
| Hazing | As defined in this Code of Conduct | II-III |
| Indecent Exposure | Exposing private parts of the body in a lewd or indecent manner. | II-III |
| Insubordination | Refusing to follow reasonable requests of teachers, staff or administration, including failure to identify self or knowingly providing false information. | I-II-III |
| Leaving School Grounds Without Permission | Leaving school grounds during regular school hours w/out written or verbal permission from parent/guardian AND administrator. | I-II-III |
| Loitering | Idle presence in an area without authorization. | I-II |
| Physical Attack on Staff/Students/Others | Assault, or aggressive physical action, directed at students, staff, or others, including a situation where a staff member is intervening in a fight or other disruptive activity. | II-III |
| Possession of Disruptive Items | Unauthorized possession of a sound box, laser pointer, squirt gun, water balloon, personal audio device, or any other disruptive item. | I-II |
| Possession of Electronic Devices | Electronic devices (cell phones, iPods, MP3's, etc.) are to be powered off as soon as students enter the school building and should not be visible or used during the school day without the permission of a staff member. | I-II |
| Possession of | Use of unauthorized possession of a skateboard, scooter, or | I-II |

Skateboards/ rollerblades on school property.
Rollerblades/scooters

Profanity Using vulgar or abusive language, cursing, or swearing I-II-III

| <u>Offense</u> | <u>Definition</u> | <u>Range Of Consequences</u> |
|---------------------------------------|--|------------------------------|
| Sexual Harassment | Unwanted and inappropriate verbal, written, or physical conduct of a sexual nature directed toward another person. | I-II-III |
| Tardiness | Lateness to school or class. | I-II |
| Threat to Staff, Peer or other Person | Expression, conveyed or evidenced by word or action that shows intent to abuse intimidate, coerce, or injure a staff member, student, or other person, including on social media | I-II-III |
| Tobacco Violation | Possession, sale, distribution or use of any tobacco product. as defined in this Code of Conduct | I-II |
| Trespassing | Unauthorized presence on school property, including while on suspension. | I-II |
| Truancy | Unlawful absence without parental knowledge and/or permission. | I-II-III |
| Weapon Possession | Possession of a weapon (see Code of Conduct for definition). | II-III |

Permissible Penalties

Initiation of Student Discipline Proceedings

Any teacher, administrator, Board Member, parent or other person may report a violation of the Student Disciplinary Code to the building Principals. The Principals shall then make such investigation of the charges, as he/she deems appropriate, and take whatever actions deemed necessary.

This policy and the Board's Rules and Regulations for the Maintenance of Public Order on School Property shall be publicized and explained to all students, and provided in writing to all parents on an annual basis.

Procedures

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

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

Detention

Teachers, Principals and/or the Superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Parents will be notified that after school detention has been assigned prior to a student attending. Detention will be scheduled on Tuesdays and Wednesdays, with transportation home.

Suspension from Transportation

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

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

Suspension from Athletic Participation, Extra-Curricular Activities and Other Privileges

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

In-School Suspension (ISS)

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

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

Teacher Disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the Principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

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

A classroom teacher may remove a disruptive student from class for up to three days. The removal from class applies to the class of the removing teacher only.

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

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

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

Within 24 hours, if the student is assigned to ISS, the Principal or other district administrator designated by the Principal must notify the student's parents by phone, that the student has been removed from class and why. The administrator must also inform the parent that he or she has the right, upon request, to meet informally with the Principal or the Principal's designee and the teacher to discuss the reasons for the removal.

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

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

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

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

The Principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business the next day following the 48 hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the Principal makes a final determination pursuant to Education Law §3214 (3-a)(c), or the period of removal expires, whichever is less.

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

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the Principal or the Chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

Suspension from School

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

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the Building Principals.

Any staff member may recommend to the Superintendent or the Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal or the Superintendent for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as practical by the staff member recommending the suspension.

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

In the event of a student's suspension prior to or concurrent with snow days or other emergency days, the student's suspension will resume the first school day immediately following the snow day or other emergency day.

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the District will take immediate steps to ensure the provision of continued educational programming and activities, including alternative educational programs appropriate to individual student needs.

The following procedures will apply to suspensions of students from school:

Short-term (five days or less) Suspension from school

When the Superintendent or Principal (referred to as the "suspending authority") propose to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214, the suspending authority must immediately notify the student orally. If the student denies the misconduct,

the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents/guardians in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents/guardians. Where possible, notice should also be provided by telephone if the District has been provided with a telephone number(s) for the purpose of contacting the parents/guardians.

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

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

After the conference, the Principal shall promptly advise the parents/guardians in writing of his or her decision. If the parents are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Commissioner of Education within thirty (30) days of the decision.

Long-term (more than five days) Suspension from School

When the Superintendent or Building Principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents/guardians of their right to a fair hearing. At the hearing, the student shall have the right to present witnesses and other evidence on his or her behalf.

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

An appeal of the decision of the Superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within thirty (30) days of the date the Superintendent's decision, unless the parents/guardians can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within thirty (30) days of the decision.

Permanent Suspension

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

Minimum Periods of Suspension

Students who bring a weapon to school

NOTE: The Federal Gun-Free Schools Act of 1994 (20 USC §8921) requires all states that receive funds under the Elementary and Secondary Education Act of 1965 to have a law that requires school districts to suspend students who bring weapons to school for a minimum of one calendar year. Section 3214(3) (d) of the Education Law has been amended to comply with the federal law. The federal law defines :weapon” somewhat narrowly. (See 18 USC §914)

The U.S. Department of Education, the federal agency responsible for overseeing the implementation of the Gun-Free Schools Act, has stated that local school districts may decide to broaden their definition to include other weapons as well.

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

1. The student's age.
2. The student's grade in school.
3. The student's prior discipline record.
4. The Superintendent's belief that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others
6. Other extenuating circumstances.

The Superintendent is required to refer the following students to the County Attorney (or the County Presentment Agency if not the County Attorney) for a juvenile delinquency proceeding before the Family Court:

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

The Superintendent is required to refer students over the age of 16 or any student 14 or 15 years old who qualifies 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 District property (as defined in section 220.00 [14] of the Penal Law) qualifies for juvenile offender status under subdivision forty-two of section 1.20 of the Criminal Procedure Law.

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

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

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

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

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

Permanent Suspension

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

Collaboration with Community Resources and Law Enforcement**A. Human Services Agencies and Person in Need of Supervision (PINS) Petitions**

When there is evidence of educational neglect, the building Principal, in consultation with the Superintendent, shall determine whether a report to the appropriate agency is warranted.

When there is evidence of child abuse, neglect, or maltreatment, all mandated reporters shall follow the procedures established by law and District Policy.

When a student is frequently absent from or tardy without valid excuse; is habitually disobedient, ungovernable, or non-compliant with this Code of Conduct; or is in possession of marijuana in violation of the Penal Law; then the building Principal, in consultation with the Superintendent, may initiate the pre-PINS diversion process with the appropriate county lead agency. If the District is notified by the responsible county lead agency that no further diversion services are warranted, the building Principal, in consultation with the Superintendent, shall determine whether to initiate a PINS petition in Family Court.

B. Law Enforcement Agencies and Juvenile Delinquency Complaints

An Administrator will notify the appropriate local law enforcement agency by phone or in person of those code violations that constitute a crime, including but not limited to incidents of harassment, bullying, and/or discrimination, and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the administrator learns of the violation. The notification must identify the student(s) and explain the conduct that violated the Code of Conduct and constituted a crime. When an act is reported to a local law enforcement agency as a possible crime, it remains the responsibility of the building administrator to collect the information necessary to make a determination as to the appropriateness of disciplinary consequences under this Code.

In general, the person against whom the criminal act was directed should be identified as the complainant where the district attorney decides to initiate a criminal complaint or juvenile delinquency petition. The District, or a District employee in their official capacity, may only be identified as the complainant when the Superintendent determines that it is appropriate to proceed in that manner.

Discipline of Students with Disabilities

The board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities have 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.

Suspensions or Removals of Students with Disabilities

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

The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

Generally, disciplinary actions will be in accordance with the procedures of the *Student Code of Conduct* for all students with disabilities; however, for suspensions or removals up to ten (10) school days in a school year that do not constitute a disciplinary change in placement, students with disabilities must be provided with alternative instruction or services on the same basis as non-disabled students of the same age.

If suspension or removal from the current educational placement constitutes a disciplinary change in placement because it is for more than ten (10) consecutive school days or constitutes a pattern, a manifestation determination must be made. The District determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

Manifestation Determinations

A review of the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability must be made by a manifestation team immediately, if possible, but in no case later than ten (10) school days after a decision is made:

- a) By the Superintendent to change the placement to an interim alternative educational setting (IAES);
- b) By an Impartial Hearing Officer (IHO) to place the student in an IAES; or
- c) By the Board, District Superintendent, Superintendent or Building Principal to impose a suspension that constitutes a disciplinary change of placement.

The manifestation team will include a representative of the District knowledgeable about the student and the interpretation of information about child behavior, the parent and relevant members of the CSE. The parent must receive written notice prior to the meeting to ensure that the parent has an opportunity to attend.

The manifestation team will review all relevant information in the student's file including the student's individualized education program (IEP), any teacher observations, and any relevant information provided by the parents to determine if: the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or the conduct in question was the direct result of the District's failure to implement the IEP. If the team determines the conduct in question was the direct result of failure to implement the IEP, the District must take immediate steps to remedy those deficiencies.

Finding of Manifestation

If it is determined, as a result of this review, that the student's behavior is a manifestation of his/her disability the CSE will conduct a functional behavioral assessment, if one has not yet been conducted, and implement or modify a behavioral intervention plan.

Functional behavioral assessment (FBA) means the process of determining why the student engages in behaviors that impede learning and how the student's behavior relates to the environment.

Behavioral intervention plan (BIP) means a plan that is based on the results of a functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

Unless the change in placement was due to behavior involving serious bodily injury, weapons,-drugs or controlled substances, the student must be returned to the placement from which the student was removed unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

No Finding of Manifestation

If it is determined that the student's behavior is not a manifestation of his/her disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration for which they would be applied to students without disabilities, subject to the right of the parent/person in parental relation to request a hearing objecting to the manifestation determination and the District's obligation to provide a free, appropriate public education to such student.

Provision of Services Regardless of the Manifestation Determination

Regardless of the manifestation determination, students with a disability shall be provided the services necessary for them to continue to participate in the general education curriculum and progress toward meeting the goals set out in their IEP. They must also receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications designed to address the behavior violation so it does not recur:

- a) For subsequent suspensions or removals for ten (10) consecutive school days or less that in the aggregate total more than ten (10) school days in a school year but do not constitute a disciplinary change of placement school personnel, in consultation with at least one (1) of the student's teachers, will determine the extent to which services are needed;
- b) For suspensions or other disciplinary removals in excess of ten (10) school days in a school year which do constitute a disciplinary change in placement the IAES and services will be determined by the CSE.

Interim Alternative Educational Setting (IAES)

Students with disabilities who have been suspended or removed from their current placement for more than ten (10) school days may be placed in an IAES which is a temporary educational setting other than the student's current placement at the time the behavior precipitating the IAES placement occurred.

Additionally, an Impartial Hearing Officer in an expedited due process hearing may order a change in placement of a student with a disability to an appropriate IAES for up to forty-five (45) school days if the Hearing Officer determines that maintaining the current placement is substantially likely to result in injury to the students or others.

There are three (3) specific instances when a student with a disability may be placed in an IAES for up to forty-five (45) school days without regard to a manifestation determination:

- a) Where the student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of the District; or
- b) Where a student knowingly possesses or uses drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the District; or
- c) Where a student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the District. Serious bodily harm has been defined in law to refer to one (1) of the following:
 - 1. Substantial risk of death;
 - 2. Extreme physical pain; or
 - 3. Protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

A school function shall mean a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

In all cases, the student placed in an IAES shall:

- a) Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress towards the goals set out in the student's IEP, and
- b) Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

The period of suspension or removal may not exceed the amount of time a non-disabled student would be suspended for the same behavior.

Suspension from BOCES

The BOCES Principal may suspend School District students from BOCES classes for a period not to exceed five (5) school days when student behavior warrants such action.

In-School Suspension

In-school suspension will be used as a lesser discipline to avoid an out-of-school suspension. The student shall be considered present for attendance purposes. The program is used to keep each student current with his/her class work while attempting to reinforce acceptable behavior, attitudes and personal interaction.

BOCES Activities

BOCES activities, such as field trips and other activities outside the building itself, are considered an extension of the school program. Therefore, an infraction handled at BOCES is to be considered as an act within the School District itself.

A student who is ineligible to attend a District school on a given day may also be ineligible to attend BOCES classes. The decision rests with the Superintendent or his/her designee.

Field Trips

The Board of Education recognizes that field trips are an educationally sound and important ingredient in the instructional program of the schools. **All overnight field trips need to be approved by the BOE before December 1st. Field trips that are supplemented by DCS will be open to all eligible students.**

A field trip is any journey by a group of students away from the school premises, under the supervision of a teacher, which is an integral part of an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom. Pertinent information for each field trip, including the date, hours, and destination, will be sent home at least one week prior to the field trip. Parent permission slips will not be necessary for field trips that take place during the normal school day.

*All rules of the Code of Conduct apply during a field trip. These include, but are not limited to, bus rules, behavioral expectations, dress codes, and attendance.

Returning Equipment

It is the student's responsibility to turn in all materials and equipment borrowed from the school in a timely manner. Students who violate this procedure run the risk of further consequences. The school will send a bill to replace the item.

Consequences could be, but not limited too.

- Day of ISS
- Can't attend a school sponsored activity

School Dances/Activities Attendance

- 1) Attendance is limited to currently enrolled DeRuyter Central School students in specifically identified grade levels.
- 2) No student will be allowed to enter more than one half hour after the event/activity has started without prior permission or the permission of an administrator.
- 3) Any student leaving will not be allowed to return to the dance/similar event. The student who leaves early will have to sign out at the door. The student is responsible for notifying their parent/guardian that they are leaving the dance early.
- 4) In events for younger secondary students, no student (grades 6-8) will be allowed to leave prior to the time scheduled for the event to end, unless the student has permission from a chaperone, or from his/her parents who will be appearing in person.

Students Ineligible to Attend the Event/Activity

- 1) Any student suspended (ISS or OSS) from school at the time of the event.
- 2) Students not in attendance at school the day of the event/activity or those students who were illegally tardy.
- 3) Students restricted from activities including those on either the Fail 2 list, or those students on the Fail 1 list who have not attended the after school program.

Guests, Individuals Who Are Not Students at DeRuyter

- 1) Requests for guest passes must be submitted to the Principal by noon on Thursday for dances that are to be held on Friday or Saturday. A list of students bringing guests will be available for the chaperones at the door.
- 2) Guests are expected to arrive and leave the dance with the DeRuyter student and to follow all school rules and policies.
- 3) DeRuyter students who appear at a dance with unexpected guests will not be allowed to enter the activity while the guests remain on school property.
- 4) All DCS guests must be under 21 years of age and provide a photo identification card if requested by an administrator.

Graduation Requirements

Who is eligible?

- Any student that has successfully passed and completed the minimum 22 credits according to New York State Education Department
- Any student that has completed programs affiliated with DeRuyter Central School (i.e. Alternative High school)
- Any student that will be receiving a Regents/Local/IEP diploma from DeRuyter Central School.
- Home school students can not participate.
- Foreign exchange students are eligible if they qualify as a senior and will receive an honorary diploma from DeRuyter Central School.

Parental notification

- Communication is extremely important especially for seniors who are in jeopardy of not successfully completing their senior year. The following steps will be followed in an attempt to communicate concerns and issues with the appropriate parents/guardians.
 - 15 week reports- parents will be notified via phone call and letter
 - 20 week reports- parents will be requested to attend parent/teacher conference
 - 25 week reports- certified letter will be sent expressing concerns and parent conference recommended
 - 30 week reports- certified letter will be sent expressing concerns and parent conference recommended
 - 35 week reports- certified letter will be sent expressing concerns and parent conference recommended
 - 40 weeks reports- parent will be notified via phone call and letter upon final results of course work and if necessary summer school arrangements will be made
- **If a student does not meet the requirements to participate in graduation at the end of his/her senior year, but successfully passes and completes the necessary courses they will be invited to participate in the following year's graduation ceremony only.**

Promotion Policy for Grades 6-8

Middle School Promotion Practices

The promotion practices at the middle school level are based on an evaluation of the total needs of the individual student. At times it may be necessary for a student to repeat a grade or coursework in order for students to establish a strong foundation in each course/grade to move on to the next level of work. Having a child repeat a grade is a serious decision and must be based on sound evidence. The following guidelines are used when considering retaining students:

- If a student fails one core course (ELA, math, science, social studies, language other than English) the student will pass the grade but it will be recommended that he/she attend summer school.
- If a student fails two or more core courses summer school will be required and the student will need to pass at least one course.
- If a student fails three courses a student will be required to attend summer school and pass two courses.
- If a student fails four or more courses the student may not be promoted to the next grade level.

It is the practice of DCS that a targeted plan and instructional support will be provided to students who are in danger of failing in order to close the learning gap. The plan will also address the social and emotional needs of the student.

Promotion Policy for Grades 9-12

In order for promotion to take place, students in grades 9-12 must be in good academic standing.

A grade of 65 or better is required to receive a passing grade and course credit toward graduation. Any student who fails a class will be encouraged to retake the course in summer school.

Outlined below are the criteria for promotion to that grade level:

Grade 9 – Satisfactory completion of eighth grade course work, and /or faculty recommendation and approval of Principal.

Grade 10- Satisfactory completion of 5 units of instruction of which the student must have 1 unit each of English and Social Studies.

Grade 11 – Satisfactory completion of 11 units of instruction of which the student must have 2 units each of English and Social Studies and 1 unit each of Mathematics and Science.

Grade 12 – Satisfactory completion of 16 units of which the student must have 3 units each of English and Social Studies and 2 units each of Mathematics and Science.

Note: For special circumstances these criteria may be modified with the concurrence of Guidance and the Principal.

Selection of Valedictorian and Salutatorian

Criteria listed below will be used to determine the valedictorian and salutatorian of the senior class of the DeRuyter Central School District.

1. The Valedictorian of DCS will be the student with the highest cumulative grade point average at the end of 7.5 semesters (third quarter of the senior year). The CGPA will be calculated using all credit bearing courses. Advanced Placement and Concurrent College Courses (e.g., TC3) will be weighted 1.1 and Honors Courses will be weighted 1.05.
2. The Salutatorian of DCS will be the student with the second highest cumulative grade point average at the end of 7.5 semesters (third quarter of senior year).
3. An eligible student must attend the DeRuyter Central School District for a minimum of three (3) full academic years, prior to graduation, from grades 9 through 12.
4. Student must be enrolled as a full-time student at the time of graduation.
5. Only the average of grades earned in the DeRuyter Central School District through the third quarter of the senior year will be used to select the final candidate. (Course credits earned in other high schools, in summer schools other than those conducted by DeRuyter Central School District, and post high school college credits will not be used in determining the final selection of a valedictorian or salutatorian.)
6. Eligibility will not be restricted in any way by virtue of the type of courses undertaken by the students.
7. The valedictorian and salutatorian will be afforded the opportunity to speak at commencement. This does not eliminate other students as determined by the school administration from speaking at commencement, i.e., senior class president, president of student association, etc.

DeRuyter Central School National Honor Society Selection Criteria*

Selection of Members

Section 1. The DeRuyter Central School Chapter of National Honor Society shall select and induct students once a year, in the spring.

Section 2. Senior High NHS Candidates must be an entering junior or senior with a minimum GPA of 90% (beginning the 2020-2021 school year), Junior High NHS Candidates must be an entering freshman or sophomore with a minimum GPA of 90%, the only GPA calculation accepted is the one displayed on the official high school transcript.

Section 3. The student must have attended DeRuyter Central School for at least one semester before he/she is eligible for selection.

Section 4. The selection process shall be published and kept on file in the DeRuyter Central School LMC.

Section 5. During April, all candidates who meet the academic eligibility requirements shall receive a letter inviting them to complete a selection form packet and submit it, by the end of April (the date will be announced when the packet is distributed).

Section 6. The completed selection form packet shall be reviewed by a principal-appointed, five member faculty council. Service and Leadership documentation must be signed by the program coordinator unless other permission is given by the advisors. The applicant's Character will also be considered at this time. This includes (but is not limited to) prior instances of cheating/plagiarism, bullying, and/or any referrals on file for poor behavior. The Faculty Council shall consider activities and information which has occurred during the middle/high school years of enrollment only.

Section 7. The Faculty Council shall notify the Principal of all accepted candidates.

Section 8. The advisors shall notify the inductees and/or parents with an invitation to the induction ceremony.

Section 9. An active member of the National Honor Society who transfers to DeRuyter Central School will be accepted for membership in this chapter, after the advisors have verified the transfer student's NHS membership in his/her last school of attendance. To maintain membership the transfer student must meet all continued membership requirements in the DeRuyter Central School NHS Chapter.

Section 10. Non-selection: If a student or parents have questions pertaining to non-selection they must first contact the chapter advisors. Should students or parents still not be satisfied, the next level of discussion should take place with the Principal?

*The DCS National Honor Society Bylaws may be viewed in their entirety in the District Policies Manual.

In-Service Education Programs

The Board of Education will provide in-service education programs for all district staff members to ensure the effective implementation of this Code, to promote a safe and supportive school climate while discouraging, among other things, bullying, discrimination and harassment against students by students and/or school employees and to include safe and supportive school climate concepts in the curriculum and classroom management.

In-service education programs shall also include training on 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, the identification and mitigation of harassment, bullying and discrimination, and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings.

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

CODE OF STUDENT CONDUCT FOR ATHLETIC/EXTRA CURRICULAR PARTICIPATION

Participants in DeRuyter Central School sports and other extra-curricular activities become very special representatives for our school and community. Choosing to be a member of any group representing DCS is a privilege and creates valuable opportunities. It means accepting responsibilities and standards of conduct expected of our participating students. Beginning on his/her first day of participation, all participants are expected to follow the *Code of Student Conduct*, academic eligibility, and the expectations set forth in this document.

I. Acknowledgement Form

In order for a student to participate in athletics and other extra-curricular activities, the parent/guardian and student must sign the Acknowledgement Form and return it to the coach/advisor. Parents, your signature indicates that you have read and understand how your child is expected to behave and the consequences of not doing so. A student may not participate without a signed Acknowledgement Form.

II. School Attendance

In order to participate in extracurricular events after school, the student must be in attendance the entire day (8:00 AM-2:55 PM). If the event is on a Saturday, the student must be in attendance all day the Friday prior to the event. If the event is over a break, the student must be in attendance the last day of school before the break in order to participate at all.

Students are expected to be in school the entire day from 8:00 AM – 2:55 PM. Once a student has been tardy or dismissed early 3 times during a 10 week marking period, a student may not participate in athletic activities (including practices and games) or extra-curricular activities on that day unless they bring a doctor's note to the nurse. If there are no practices, games, events or activities the day the student reaches the third tardy or early dismissal, the student may not participate the next time said activities are held.

If a student is not currently participating in extra-curricular activities or athletics, the student will serve 2 days (90 minutes) of after school detention on the following Tuesday and Wednesday or whenever the after school bus run occurs.

Once the suspension and/or detention has been earned and served, the student's attendance cycle will be reset and the process started above will begin again. Chronic offenders will be referred to the principal for possible additional disciplinary action.

College visitations, when arranged with your guidance counselors, are allowable as defined by NYS Education Department), the student will be allowed to participate subject to approval by the Athletic Director or an administrator. Any student who leaves school due to illness is not eligible for participation that day.

III. Activity Attendance

A. Tryouts:

Each team will conduct a 5 day tryout period.

1. After completion of a team's 5th day of practice, a student who quits a team cannot go out for another team that season.
2. During this 5 day team practice period, a student may choose to quit the first team for which they are trying out, and still go out for a different sport that season – required process:
 - a. The student must first directly tell the coach of the first team that he/she is quitting and what team they will be trying out for, and fill out the appropriate form supplied to them by the coach.
 - b. The student must also directly tell and get the signature of Athletic Director.
 - c. The AD (or High School Principal) will, as soon as possible, so inform the coach of the team for which this student will be trying out.
3. Under such circumstances, a student does not get a second 5 day team practice period and may not try out for another team that season if they quit again.
4. If a student wants to quit a team completely they must first have a meeting with the coach, and the athletic director.
5. If the student does not attend the meeting they will not be allowed to participate in the next sport season.

Missing a practice or arriving late for a practice requires prior permission from the coach/activity advisor or Athletic Director, if the coach is not available.

Consequences – 1st offense - warning and explanation with coach/advisor.

2nd offense - suspension from the next game/activity.

3rd offense – Coach and Athletic Director's decision.

Missing a game/activity requires prior permission from the coach/advisor or Athletic Director, if the coach is not available. If not excused:

Consequences - Suspension from the next game/activity.

IV. Sports Physicals/Injuries

A. All students must have a complete physical examination performed by an accredited medical doctor, or authorized medical practitioner, and be declared fit for the particular activity prior to participating in the athletic activity. Paperwork must be submitted to the school nurse and deemed to meet all necessary requirements; coaches must receive clearance from the nurse before the student athlete will be allowed to practice.

No one may participate without a physical examination

B. Athletes/participants are responsible for reporting all injuries immediately to the Coach/Advisor.

C. If illness or injury causes an absence of five (5) or more consecutive school days, written permission from the student's doctor must be provided to our school nurse before participation can be resumed in athletic competition.

V. Training Regulations and Responsibilities

Student athletes/activity participants must abide by the New York State Public High School Athletic Association rules.

VI. Prohibited Substances

Use or possession of these substances in any form at any time during the sports season or extra-curricular activity is prohibited.

- A. Alcoholic beverages
- B. Tobacco
- C. Illegal Substances

Consequences

1st offense during a school year - Suspension from the team and/or DCS extra-curricular activity for 10 calendar days. There will also be a required conference with the student, parents, Athletic Director/Activity Advisor and Principal. The student will be referred to a counseling program.

2nd offense during a school year - Dismissal from sport and/or DCS extra-curricular activity/club for at least 45 calendar days and a conference to occur with student, parents, Athletic Director/Activity Advisor and Principal. The student will be referred to a counseling program.

- D. Marijuana
- E. Abusive non-prescription drugs, prescription drugs or use of performance enhancing drugs
- F. Narcotics, Barbiturates, Inhalants, Hallucinogens, Synthetic drugs

Consequences

1st offense during a school year – Suspension from the team and/or DCS extra-curricular activity for 45 calendar days. There will also be a required conference with the student, parents, Athletic Director/Activity Advisor and the Principal. The student will be referred to a counseling program.

2nd offense during a school year – Dismissal from the sport and/or DCS extra-curricular activity/club for 60 calendar days and a conference to occur with student, parents, Athletic Director/Activity Advisor and Principal. The student will be referred to a counseling program.

VII. Inappropriate Behaviors

Respectful, responsible behaviors are expected of all participants and athletes.

- a) Any action judged by the Coach/Advisor, Athletic Director or Principal to be contrary to the best interests of the team and the school will not be tolerated.
- i) Copies of discipline referrals will be sent to the Athletic Director for code enforcement.

- b) Displays of un-sportsmanlike behavior will not be tolerated. Such displays may result in immediate loss of participation for the remainder of the event and depending on the severity, loss of participation in all extra-curricular activities.
- c) Foul, vulgar language and gestures will not be tolerated.

Consequences

Disciplinary action will include: warning and/or loss of participation in activity - based upon severity of incident.

- 1st offense: Warning discussion with coach.
- 2nd offense: Loss of 1 activity.
- 3rd offense: Suspension from activity/team for season.

NOTE: An extreme display of inappropriate behavior may result in school suspension or dismissal from the team/activity subject to the judgment of the Coach/Advisor, Athletic Director, and the Principal.

VIII. Academic Eligibility

- A. All participants are expected to strive for their personal best in classroom activity.

Guidelines for Fail 1 and Fail 2 Lists for ALL Students in Grades 6-12

FAIL 1

APPLIES TO ALL STUDENTS IN GRADES 6-12

Students are **restricted** to Study Hall until off the Fail List. Only those students who bring a pre-signed pass from a teacher will be allowed to leave study hall for help from that specific teacher.

- Students must attend a minimum of **four (4)** afterschool study hall sessions in order to be eligible to get off the Fail list.
- Students may attend practice and are permitted to participate in extra-curricular activities *(including but not limited to: school clubs, dances, sports team practices/events/contests, school play, field trips, NYSSMA, All County, and Prom and Class/Senior Trip)* if they **ARE** attending the after school sessions.
- At the end of three weeks (begins the Tuesday after report cards are mailed) **students are responsible for going to their teachers with the academic eligibility form to confirm that they are passing ALL subjects.**
- If the student is **NOT** passing at the end of the three (3) weeks, they will be **ineligible** to participate in extra-curricular activities *(including but not limited to: school clubs, dances, sports events/contests, school play, field trips, NYSSMA, All County, and Prom and Class/Senior Trip)* for the remainder of that **mid mark/marking period**. Students on the Fail 1 List are eligible to attend educational field trips that take place during the school day between 8:00am and 3:00pm.

FAIL 2

APPLIES TO ALL STUDENTS IN GRADES 6-12

- Students in grades 6-12 who are failing **two (2) OR more** courses will be ineligible to participate for the **remainder of the 5-week mid/marking period** in any extracurricular activities, *(including but not limited to: school clubs, dances, sports team practices/events/contests, school play, field trips, NYSSMA, All County, and Prom and Class/Senior Trip)*. Students on the Fail 2 List are eligible to attend educational field trips that take place during the school day between 8:00am and 3:00pm.
- Restricted to Study Hall for **FIVE (5)** weeks. Only those students who bring a pre-signed pass from a teacher will be allowed to leave study hall for help from that specific teacher
- Ineligible students can **ONLY** come off the list if they **ARE** passing all courses at **the end of the mid/marking period (whichever applies)**. **Students are responsible for going to their teachers with the academic eligibility form to confirm that they are passing ALL subjects.**
- Students must attend after school study hall on Tuesdays and Wednesdays until they are no longer failing.

Students Barred from the Event/Activity

- 1) Any student suspended (ISS* or OSS) from school at the time of the event
- 2) Students not in attendance at school the day of the event/activity.
- 3) Students who were illegally tardy* or students who missed part of the day due to a medical or dental appointment and returned without a note from the physician or dental office*
- 4) Students restricted from activities including those on the Fail-2 list*

*Athletes are not permitted to attend away contests; however, they are expected to observe (not participate) home contests from the bench in their “street clothes”.

NOTE: Extreme behavior or a history of poor behavior may result in the loss of all participation privileges.

X. Team Dismissal

Dismissal from a team ends the participation of a student for that season with that or any other team.

XI. Uniforms

- A. All equipment must be returned within one week after the end of team/activity involvement in the condition it was assigned (with wear from normal use allowed).
- B. Articles not returned or damaged will result in a charge to the participant/parent/guardian for the replacement cost of the article.
- C. Failure to turn in equipment or pay assessments will result in being restricted from all extra-curricular activities and assigned lunch detention until the account is settled.

XII. Bus Travel

- A. All team/activity participants ride to and from games/activities with other members on the school bus.
- B. Parents/Guardians may, with appropriate notification to the Coach/Advisor, provide a ride home for their own student. For extraordinary circumstances, other arrangements need to be coordinated in advance with the athletic director and principal.
- C. For all other circumstances other arrangements need to be approved, prior to the event, with the athletic director and principal.

XIII. Appeal Process

NOTE: Students will not participate in sports/activities during appeal process.

Any consequence resulting from the application of Parts I through XII of the Student Conduct Code may be appealed using the following process:

Stage 1 - Student meets with the Coach and Athletic Director or Advisor and Principal to discuss the situation and consequences. Parents are invited.

Stage 2 - Student to request a meeting with all concerned parties with the Superintendent to grieve an unsatisfactory Stage 1 decision. The request must be written, enumerating the specific points upon which the appeal is based. The Superintendent will respond as soon as possible within five (5) days of receiving the written request to arrange for a meeting. Superintendent's decision is expected within 5 days after the meeting.

Stage 3 - Appeal of the Stage 2 decision to the Board of Education may be by written request describing specific points of contention. The decision of the Board of Education will be determined at the next scheduled Board of Education meeting.

Stage 4 – Appeal of Stage 3 is an appeal to the Commissioner of Education



DeRuyter Central School

Home of the Rockets

711 Railroad Street, DeRuyter, NY 13052

Phone: 315-852-3400 Fax: 315-852-9600

Kimberly O'Brien
Director of Curriculum and
Instruction

David M. Brown, Ed. D.
Superintendent of Schools

James Southard
Business Administrator

Stephen Rafferty
6-12 Principal/Director
of Special Education

Jenny Valente
PK-5 Principal/Director
of Special Education

PHOTO RELEASE FORM

I, _____, the parent/guardian of the child listed below, understand that my child may be photographed/videoed at DeRuyter Central School during normal school hours, field trips or activities. I understand that these photos/videos may be used on bulletin boards, in newsletters, on our District Website, District Facebook page, or in our local news.

PLEASE SIGN AND RETURN THIS FORM TO YOUR CHILD'S PRINCIPAL

Yes, I give permission for my child to appear in any photos/videos taken at school

No, I DO NOT want my child to appear in any photos/videos taken at school

Parent/Guardian Signature

Date _____

Child's Name

Grade

PLEASE NOTE THAT A NEW FORM MUST BE SUBMITTED EACH YEAR

DeRuyter Central School = District Committed to Success

Board of Education: Dean Hathaway, *President*; Bradley Mierke, *Vice President*; *Members* – Daniel Degear, Richard Metcalf, Jodi Wiesing

**Student Handbook, District Code of Conduct
Acknowledgement Form
2020-2021**

This is to acknowledge that I/we have received a copy of the 2020-2021 DeRuyter Central School Student Handbook, District Code of Conduct. It is my understanding that I am responsible for making myself aware of its contents. Further, although the guidelines, rules and policies contained herein are current on this date, I am aware that any or all sections of this handbook may be altered or omitted and new sections added by action of the New York State Education Department, the DeRuyter Central School Board of Education, and/or the administration. When such changes are made, I expect to be informed.

I have read and understand the Code of Conduct. My signature does not necessarily constitute my agreement.

Student Name

Student Signature

Date

I have read and reviewed with my child(ren) a copy of the 2020-2021 DeRuyter Central School Student Handbook, District Code of Conduct.

Parent Name

Parent Signature

Date

Please sign and return this page to Mrs. Newkirk in the High School office by September 14th. Thank you.

Students who do not sign and return this acknowledgement form will be unable to participate in any extracurricular activities including sports until they do so.

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2020-2021 DeRUYTER School Calendar

| | M | T | W | T | F |
|------------|--------------|----|----|----|----|
| JUL | | | 1 | 2 | 3 |
| | 6 | 7 | 8 | 9 | 10 |
| | 13 | 14 | 15 | 16 | 17 |
| | 20 | 21 | 22 | 23 | 24 |
| | 27 | 28 | 29 | 30 | 31 |
| AUG | 3 | 4 | 5 | 6 | 7 |
| | 10 | 11 | 12 | 13 | 14 |
| | 17 | 18 | 19 | 20 | 21 |
| | 24 | 25 | 26 | 27 | 28 |
| | 31 | | | | |
| SEP | (19-T; 17-S) | 1 | 2 | 3 | 4 |
| | 7 | 8 | 9 | 10 | 11 |
| | 14 | 15 | 16 | 17 | 18 |
| | 21 | 22 | 23 | 24 | 25 |
| | 28 | 29 | 30 | | |
| OCT | (21-T; 21-S) | | | 1 | 2 |
| | 5 | 6 | 7 | 8 | 9 |
| | 12 | 13 | 14 | 15 | 16 |
| | 19 | 20 | 21 | 22 | 23 |
| | 26 | 27 | 28 | 29 | 30 |
| NOV | (17-T; 15-S) | 2 | 3 | 4 | 5 |
| | 9 | 10 | 11 | 12 | 13 |
| | 16 | 17 | 18 | 19 | 20 |
| | 23 | 24 | 25 | 26 | 27 |
| | 30 | | | | |
| DEC | (16-T; 16-S) | 1 | 2 | 3 | 4 |
| | 7 | 8 | 9 | 10 | 11 |
| | 14 | 15 | 16 | 17 | 18 |
| | 21 | 22 | 23 | 24 | 25 |
| | 28 | 29 | 30 | 31 | |

| | M | T | W | T | F |
|------------|--------------|----|----|----|----|
| JAN | (19-T; 19-S) | | | | 1 |
| | 4 | 5 | 6 | 7 | 8 |
| | 11 | 12 | 13 | 14 | 15 |
| | 18 | 19 | 20 | 21 | 22 |
| | 25 | 26 | 27 | 28 | 29 |
| FEB | (15-T; 15-S) | 1 | 2 | 3 | 4 |
| | 8 | 9 | 10 | 11 | 12 |
| | 15 | 16 | 17 | 18 | 19 |
| | 22 | 23 | 24 | 25 | 26 |
| | | | | | |
| MAR | (20-T; 20-S) | 1 | 2 | 3 | 4 |
| | 8 | 9 | 10 | 11 | 12 |
| | 15 | 16 | 17 | 18 | 19 |
| | 22 | 23 | 24 | 25 | 26 |
| | 29 | 30 | 31 | | |
| APR | (20-T; 20-S) | | | 1 | 2 |
| | 5 | 6 | 7 | 8 | 9 |
| | 12 | 13 | 14 | 15 | 16 |
| | 19 | 20 | 21 | 22 | 23 |
| | 26 | 27 | 28 | 29 | 30 |
| MAY | (20-T; 20-S) | 3 | 4 | 5 | 6 |
| | 10 | 11 | 12 | 13 | 14 |
| | 17 | 18 | 19 | 20 | 21 |
| | 24 | 25 | 26 | 27 | 28 |
| | 31 | | | | |
| JUN | (19-T; 19-S) | 1 | 2 | 3 | 4 |
| | 7 | 8 | 9 | 10 | 11 |
| | 14 | 15 | 16 | 17 | 18 |
| | 21 | 22 | 23 | 24 | 25 |
| | 28 | 29 | 30 | | |

| | |
|----------------|---|
| September 1 | Staff Development Day-No Students |
| September 2 | Staff Development Day-No Students |
| September 7 | Labor Day - No School |
| September 8 | First Day of School - Full Day for Students |
| October 12 | Columbus Day |
| November 3 | Staff Development Day-No Students |
| November 11 | Veterans Day Observance |
| November 16 | Staff Development Day / Parent-Teacher Conferences-No Students |
| November 25-27 | Thanksgiving Recess |
| Dec 23-Jan 1 | Christmas Recess |
| January 18 | Martin Luther King Day |
| January 26-29 | Regents Exams |
| February 15-19 | President's Day/Winter Recess |
| March 15 | Staff Development Day/ Parent-Teacher Conf. - PK-12 11:30 Dismissal |
| March 29-Apr 2 | Spring Break/Good Friday |

| | |
|---------------|--|
| April 19-26 | 3-8 ELA Computer Based Exams (Makeups Apr 27-29) |
| April 20-22 | 3-8 ELA Paper Based Exams (Makeups Apr 23-27) |
| May 3-10 | 3-8 Math Computer Based Exams (Makeups May 7-14) |
| May 25-June 4 | Science 4 & 8 Performance (Makeups within these dates) |
| May 31 | Memorial Day Observance |
| June 2 | US History & Government Regents (2019-20 date) |
| June 7 | Science 4 & 8 Written (Makeups June 8-9) |
| June 16-24 | Regents Exams |
| June 25 | Regents Rating Day |

Legend:
 Holiday/Recess
 Regents
 3-8 NYS Assessments
 Staff Development Day
 Parent/Teacher Conf.



Total Teacher Days = 186
 Total Student Days = 182

Approved by DCS BOE January 8, 2020

DeRuyter Central School Board of Education

Mr. Dean Hathaway, President
Mr. Richard Metcalf
Mrs. Jodi Wiesing

Mr. Brad Mierke, Vice President
Mr. Dan Degear

Superintendent of Schools

Dr. David M. Brown
315-852-3400 x 7403
Mrs. Sandy Welsh-Secretary
315-852-3400 x 7403

Business Administrator

Mr. James Southard
315-852-3400 x 7502
Mrs. Katy Denkenberger- District Treasurer
315-852-3400 x 7501
Mrs. Heidi Foster – Payroll Clerk
315-852-3400 x 7108

Director of Curriculum & Instruction

Mrs. Kimberly O'Brien
315-852-3400-x7105
Mrs. Linda Newkirk- Secretary
315-852-3400 x7105

Principal 6-12/Director of Special Education 6-12

Mr. Stephen Rafferty
315-852-3400 x 7105
Mrs. Linda Newkirk- Secretary
315-852-3400 x 7105

Principal PK-5/Director of Special Education PK-5

Mrs. Jenny Valente
315-852-3400 x 7122
Mrs. Janene Kascha- Secretary
315-852-3400 x 7122

School Nurse

Ms. Jessica Vadala
315-852-3400 x 7112

Guidance

Mrs. Maureen Alger- Grade 9-12
315-852-3400 x 7226
Mrs. Melanie Lynch – Grades 5-8
315-852-3400 x 7225
Mrs. Juanita Hayes - Secretary
315-852-3400 x 7204

Special Education

315-852-3400 x7105
Mrs. Janene Kascha- Secretary
315-852-3400 x 7105
Mr. Andrew Scherrer- School Psychologist
315-852-3400 x 7104

Library Media Center

Ms. Jennifer Jones– Library Media Specialist
Mrs. Rachel Hyde– Library Aide
315-852-3400 x 7147

Technology Coordinator

Mrs. Nancy Haws
315-852-3400 x 7205

Cafeteria

Mrs. Brenda Scutt
315-852-3400 x 7146

Head of Buildings/Grounds/Transportation

Mr. Kevin Springer
315-852-3400 x 7301/7408

Teacher/Staff Members

| | | |
|---|---|-----------------------|
| Pre-Kindergarten | Ms. Samantha Bogert | |
| Kindergarten | Mrs. Marcia Ludwig | Mrs. Pamela Gallerani |
| 1st grade | Mrs. Regina Raleigh | Mrs. Melissa Wheatley |
| 2nd Grade | Mrs. Karen Nieman | Mrs. Lisa Burbidge |
| 3rd Grade | Mrs. Shala Wykstra | Mrs. Stephanie Locke |
| 4th Grade | Mrs. Lisa Hirt | |
| 5th Grade | Ms. Taylor Gibbons | Ms. Linda Ladd |
| AIS (K-5) | Mrs. Jennifer Ladd (3-5 reading) Mrs. Pamela Walters (K-2 reading) Mrs. Karen West (1-5 math) | |
| Special Education (K-5) | Mrs. Stacy Inman, Ms. Kristen Romagnoli & Mrs. Lisa Clark | |
| Speech Therapist | Mrs. Jamie Mody | |
| Occupational Therapist | Ms. Justine Shay (BOCES) | |
| Physical Therapist | Mrs. Jessica Degear (BOCES) | |
| Teaching Assistants/Aides (Elementary) | Mrs. Kathy Cook Mrs. Denise Coon Mrs. Jeanne Coon Mrs. Yvonne Fish Mrs. Michelle Stadler Mrs. Bert Ufford Mrs. Kelly Isbell Mrs. Holly Harris Mrs. Angela Wood Mr. Alan Ingerto Mrs. Amy Denkenberger | |
| 6th grade | Ms. Sheri Smith | Mr. Charles Thornton |
| English | Mrs. Kate Meigs - Grades 7 & 8 Mrs. Anna Jarvis– Grades 9 & 10 Mr. Zachary Miller– Grades 11 & 12 | |
| Social Studies | Mrs. Shannon Forrest – Grades 7 & 8 Mr. Coby Merkle – Grades 9 & 10 Global Studies Mrs. Donna Barber – Grades 11 & 12 USHG & Economics | |
| Science | Mr. Peter Camp – Grades 7 & 8 Ms. Lisa Raymond – HS Science Ms. Monika Beck – HS Science | |
| Mathematics | Mrs. Amy Prince – Grades 7 & 8 Mr. Jared Tiffin – HS Math Mrs. Amy Hannafan – HS Math | |
| Foreign Language | Spanish – Mrs. Lina Moore | ESL – Ms. Dana Cole |
| Special Education (6-12) | Ms. Julie Arno, Mrs. Cassidy Richardson & Ms. Meghan Morgan | |
| Special Patrol Officer | Mr. Karl vonKnoblauch | |

Special Area

| | | | |
|-----------------------------------|--|---|----------------------------------|
| Ag/Tech | Ms. Taylor Bass | | |
| Art | Mr. Joe Drake | Mrs. Erin Brown | |
| Business | Mr. Ken Hammond | | |
| Health/Home & Careers | Mrs. Daisy Brewer | | |
| Instrumental Music | Mrs. Lisa Stearns | | |
| PK-12 Physical Education | Mrs. Jessica Zech Mrs. Jamie Doolittle Mr. C.J. Nye | | |
| Vocal Music | Ms. Kylie Stenger | | |
| Security Window | Ms. Tammy Hillman | | |
| Teaching Assistants/Aides (MS/HS) | | | |
| Mrs. Karen Crandall | Mrs. Alice Hatch | Mrs. Judy Stone | |
| Mrs. Rebecca Prentice | Mrs. Bailey Coon | Mrs. Brenda Thomas | |
| | | | |
| Bus Mechanic | Mr. Terry Leete | | |
| | | | |
| Drivers | Mr. Ed Coon Mr. Ted Fuller Mr. Jack Toolan Mr. Jeff Randall | Mr. Melvin Coon Mr. Jason Covert Mrs. Sandra Wilcox Mrs. Cyndi Hakes-Shoemaker | Ms. Amy Calhoun Mr. Greg Coon |
| | | | |
| Cafeteria Staff | Mrs. Carol Chapman Mrs. Deborah Scutt | Ms. Maureen Pigott Ms. Sally Phillips | |
| | | | |
| Custodial Staff | Mr. Vincent Wright | Mr. Art Kirk | Mrs. Christine Warner |
| | | | Mr. Tanner Kirk |
| | | | |
| Groundskeeper | Mr. Travis Baker | | |

Grades PK-5 Daily Schedule

| Time | |
|------|--|
| 7:40 | First Bell – Breakfast/report to HS Gym |
| 8:00 | Second Bell – Head to class |
| 8:05 | Attendance & Announcements – Classes Begin |
| 2:55 | Dismissal Begins |

Report Card and Progress Report Dates School Year 2019-2020

| Marking period | Ends | Report Card Sent Home |
|-----------------------------------|----------|-----------------------|
| 10 Week (1 st quarter) | 11/13/20 | 11/20/20 |
| 20 Week (2 nd quarter) | 1/29/21 | 2/5/21 |
| 30 Week (3 rd quarter) | 4/9/21 | 4/16/21 |
| 40 Week (4 th quarter) | 6/15/21 | Last Day of School |

NYS Testing Grades 3-8

All students in Grades 3-8 will be taking NYS assessments in ELA and Mathematics. Students in Grades 4 & 8 will also be tested in Science. It is important that all students participate in these assessments and we appreciate your help in assuring that your child(ren) is in school and on time on test days. If at all possible, please avoid scheduling doctor's appointments or family trips during these times.

The ELA and Math tests have been reduced to two (2) days each starting in 2017-2018. Due to the change, we are waiting for NYSED to revise the schedule. These will take place sometime between:

ELA: Thursday, April 22nd – Friday, April 23rd
Math: Tuesday, May 4th – Wednesday, May 5th

The Science test will be given in two (2) parts:

May 26th – Performance
June 7th – Written

Arrival to School Procedures

Students should not arrive to school before 7:30 due to lack of supervision. If students arrive prior to the 7:40 bell, they should wait in the front foyer until the bell rings. All students should wait in the elementary or high school gym from 7:40-8:00, unless they choose to eat breakfast in the cafeteria. We strongly encourage students to walk to their classrooms independently, but if a parent/guardian chooses to walk their child to their classroom, they **MUST** sign in with the Security Office and wait in the elementary or high school gym until the 8:00 bell rings.

End of the Day Dismissal Procedures

For the safety of all of our students and our bus drivers, students that walk independently will not be dismissed/leave school property until after all buses have left the school property. Listed below you will find times of when various classes will be loading the buses and also the dismissal time for all walkers and student drivers.

- PK will be dismissed at 2:55 p.m.
- Grades 6-12 will be dismissed at 2:55 p.m.
- The buses will leave promptly at 3:00 p.m.

All independent walkers and pick ups in grades PK-5 should report to the elementary gym. All walkers and student drivers in grades 6-12 students should report to the cafeteria upon dismissal. Students being picked up in grades PK-5 will need to be signed out from the elementary gym. Students will only be released to individuals with approval from parent/guardian.

All independent walkers will be dismissed after all school busses have departed school property (by about 3:05pm).

Change in Dismissal Plans

In the event that there is a need to change your child's dismissal plan, **please send a note** in with your child that includes the following information:

Date(s) the change effects.

Specific information regarding the name and address of the location where the child is to be dropped off or the name of the person picking the child up.

If you find it necessary to make a change during the day, please call Mrs. Kascha's office (315-852-3400 x 7122) **as early as possible, but not later than 1:00 pm.**

Drop Off of Students Riding Buses in PK-5

It is important for parents/guardians to note that **students in grades PK-5 will NOT be dropped off at homes where there is no adult present***. It is the responsibility of the adult to make their presence known to the bus driver. Please do not assume that the driver knows your schedule or the make of your car parked in the driveway. The driver must see the adult in order to drop off the child. If an adult is not present, the student will be returned to school and parents will be called to pick the child up. Our bottom line is the safety of your child, and the driver will err on the side of caution.

** A parent may grant permission for their child in 4th and 5th grades to be released without an adult by completing the "Bus Drop-Off Procedure" release form sent home with your child the first week of school. In addition, if you would like your younger children (grades PK-3) released with an older sibling you **MUST** also complete the waiver.*

Late Bus Procedures

On Tuesdays and Wednesdays each week there is a late bus. The purpose of this bus is for students to participate in school related activities and programs.

To take the late bus, an elementary student needs to turn in a note to Mrs. Newkirk's office **no later than 1:00 pm.** This is to allow the scheduling of the appropriate number and size of buses.

Leaving the Building During School Hours

Students who need to be excused from school for an appointment are to bring a written excuse to their teacher at the beginning of the school day. The excuse must state the reason and time being excused. The dismissal time will be noted on the absentee sheet.

1. No PK-5 student will be allowed to leave the building without a parent/guardian or a person designated by the parent/guardian.
2. Parents must come into the building and sign out their child at the Security Office.
3. When returning to school after an appointment, students must sign in at the Security Office and get a pass to return to class.
4. Leaving the school building or property without authorization is a serious offense and may result in suspension.

Student Dismissal Precautions

The Principals in the District shall maintain lists of individuals who are authorized to obtain the release of students in attendance at the school. This list will be accessible at the Security Office. No student may be released in the custody of any individual who is not the parent or guardian of the student unless the parent/guardian has provided their name as an authorized person to pick up the child.

Parents or guardians may submit a list of individuals authorized to obtain the release of their children from school at the time of the child's enrollment. A parent or guardian may amend, in writing, a list submitted pursuant to this procedure at any time.

Certified copies of any court order or divorce decrees provided by the custodial parent/guardian, which restrict a parent's/guardian's ability to seek the release of his/her child shall be maintained by the Principals. This information will also be accessible at the Security Office. Individuals seeking the release from school of a student must report to the Security Office and present identification deemed satisfactory. As necessary, the Principals/designee will check the authorized list and relevant court orders or divorce decrees before a student may be released.

The Principal/designee may release a student to an individual not appearing on the approved list only if the Principal/designee has determined that an emergency exists and the parent or guardian has been personally contacted by the Principal/designee and has approved the release.

- Students in grades PK-5 should see their principal, Mrs. Jenny Valente. Students in grades 6-12 should see Mr. Stephen Rafferty. Of course, if one is not available, students may seek the assistance of the other principal.

Attendance

Regular school attendance is a major key to school success. All students are expected to be in school, on time (in class by 8:05), all days that school is in session. We do, however, recognize that there are times when a student must miss all or part of a school day. When this is necessary, please see the procedures outlined below.

Student absence without prior knowledge and consent of a parent/guardian is considered truancy, an illegal and/or unexcused absence. Truancy will be dealt with as outlined in the Code of Conduct.

Absence from School

If a student is going to be absent from school a parent/guardian should contact the Attendance/Guidance office at 315-852-3400 x 7204. If the school does not hear from a parent/guardian an attempt will be made to the contact to ascertain the reason for the absence. Upon returning to school, students should report directly to the Security Office to present an excuse and obtain a re-admission pass. A dated excuse for absences is due the day a student returns to school.

The following are legal excuses: personal illness, death in the family, doctor or dentist appointments, court appearance, and religious observation, college visitations, when arranged with your guidance counselors, are allowable. Other absences are considered illegal by the State of New York and our Board of Education.

Homework for Absentees

If a student is absent from school, homework assignments may be requested by calling the PK-5 Office (315-852-3400 x 7122) by 10:00 am. Requested work may be sent home with a sibling or friend, or picked up at the Security Office by 3:00 pm that day.

Absences Due to Family Vacation

Children who miss school to take or extend a family vacation are considered to be illegally absent.

Because the majority of the learning at the elementary level is due to discussion, hands-on learning, and small group/individual instruction that are adjusted on a daily basis, it is difficult to package assignments to take on a trip. Missed school work, therefore, will not be prepared ahead of time for those students missing school for vacation. When the child returns, the teacher will provide make-up work for the student to work on at home with his/her parent/guardian. Failure to complete this work upon return will be reflected in the student's quarterly grades.

Tardiness

All students are expected to be in school and in class, on time, all days that school is in session. Any student not in his/her classroom at the start of the scheduled school day (8:05) is considered either absent or tardy. If a student arrives after 8:05, he/she should report immediately to the Security Office to sign in. A written excuse is required explaining why the student is late. If the student does not have an excuse explaining his/her tardiness, he/she must submit a note from his/her parents/guardians the following day explaining the reason for his/her tardiness. The tardiness will be treated as illegal until a note is received documenting a legal excuse.

Emergency Contact Phone Numbers

It is imperative that the school be able to contact parents at all times students are in our care. **Please make certain that appropriate and multiple contact numbers have been shared with the school.** In the event that there is an emergency, we want to be certain that we can reach a parent/guardian. In case we are unable to reach you, please provide us with a trusted adult's contact information. **If your home, cell, work or emergency contact numbers change, please notify the PK-5 office immediately.**

Emergency School Closings

In the case of an emergency school closing we will contact 93 Q, 92.1, 94.5, 101.5, 104.7, 106.9, 107.9, 570, 620, 920, WIXT -9, WTVH-5, WSTM-3 with all emergency closing information. Please do not call the school. This information will also be listed on the school website (www.deruytercentral.org). In addition to posting this information on TV stations and listing them with radio stations, the **DeRuyter Central School District utilizes an emergency notification system called School Messenger.** This system will send text and voice mail messages to the contact numbers that you provide to us on your school emergency cards. We will use this system to notify you of school delays and closings and emergency early closings and cancelation of after school activities.

In order for this system to work effectively, we must have up to date contact information in our system. **Please remember to contact us throughout the school year if there are any changes in your phone numbers**

Visitors to School

We enjoy having parents and guests visit school, especially on special occasions like assemblies, birthday parties, and plays. Our policy states that if you wish to visit school that you make an appointment to see your child's teacher. Unannounced visitors disrupt the flow of the classroom instruction.

If you do not have an appointment, we respectfully request that you not "stop" in to see your child. Their days are very busy and learning is our first mission. If you would like to have lunch with your child, those arrangements can be made on an occasional basis. Please call the office to make these arrangements.

For the safety of your children, all visitors must report to the Security Office and present identification (Driver's license, or non-drivers NYS ID Card) which will be scanned on our raptor System. Once your identification has been verified, you will be asked to sign in and will receive a visitor's pass that must be worn and visible. Violators may be charged with criminal trespass. No student is allowed to bring small children to school, and as a general rule, no guests are allowed during the school day. Thank you for respecting our policy and procedures.

Field Trips

The Board of Education recognizes that field trips are an educationally sound and important ingredient in the instructional program of the schools.

A field trip is any journey by a group of students away from the school premises, under the supervision of a teacher, which is an integral part of an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom. Pertinent information for each field trip, including the date, hours, and destination, will be sent home at least one week prior to the field trip. **Parent permission slips will not be necessary for field trips that take place during the normal school day.**

Note: all rules of the Code of Conduct apply during a field trip. These include, but are not limited to, bus rules, behavioral expectations, dress codes, and attendance.

Transportation to Special Events

When students leave DeRuyter on a school bus to attend a function, they will travel back to DeRuyter on that bus. As an exception, chaperones may release students only to their parents. For any other transportation arrangements, permission slips must be turned in to the office before the event, with the approval by parent and administrator to follow.

Transportation

Bus safety is a prime consideration. The drivers will enforce all rules set up for pupils' safety. Your cooperation is necessary. Remember, distraction of the bus driver may cause an accident.

Bus Rules

- Be ready to board the bus quickly and safely, when it arrives.
- Students must not enter or leave the bus, nor leave their seats while it is in motion
- Upon entering or exiting buses, pass in front of the bus, not behind.
- Occupy the seat assigned by the driver, safely throughout the trip.
- Head or arms must not be out the window at any time.
- Swearing or other inappropriate language is not to be used.
- The use of illegal substances is forbidden. The bus is school property.
- Quarreling, fighting or rough play will not be tolerated.
- Obey the bus driver, and help keep the bus neat, clean, and safe.
- Drivers will report discipline problems to an administrator and parent via a transportation discipline report.
- Cell phones, iPods, & MP3 players may be used on the bus, as long as they are not a distraction.
- Please remove headphones when loading and unloading the bus.

Consequences of bus misconduct

Any inappropriate acts on the bus can cause harm and injury. Consequences such as a problem-solving conference with the principal, lunch detention and phone calls home are put in place as guidelines and are subject to change depending on the conduct and act. Actions that place the driver or other students in danger will result in suspension in or out of school. Students with repeated incidents of misconduct on the bus may be suspended from the bus and the principal will contact parents/guardians to come in for a conference.

Riding the bus is a privilege, not a right. With privileges comes responsibility and obeying the rules of the bus is vital. Students suspended from the bus will be expected to attend school, and the responsibility of getting to school falls on the parents.

Late Bus Procedures

On Tuesdays and Wednesdays each week there is a late bus. The purpose of this bus is for students to participate in school-related activities.

To take the late bus, a student needs to sign up with Mrs. Kascha in the elementary office **no later than 1:00 pm.** This is to allow the scheduling of the appropriate number and size of busses. If your child is staying after school for an activity or club we will need written permission and this written permission should include if they will need to take the late bus.

Bus Passes

Requests for bus passes or changes must go to Mrs. Kascha in the elementary office **before 1:00 pm** to effectively coordinate timely messages to the homeroom teachers, bus drivers, and parties involved.

Homework Policy

Purpose of Homework

- Reinforce school learning by practicing for mastery and application of basic skill.
- Provides extension of the school day and learning
- Strengthens the home and school connection
- Provides opportunities for development of self-discipline, responsibility, time management and organizational skills

Partners in the Homework process

We share the understanding that homework is an essential part of learning and school success.

Student's Responsibilities

- Maintain and use agenda by writing down all assignments (Grades 3-5).
- Complete homework assignments accurately, neatly and submit on time.
- Seek assistance from teachers and parents when difficulties arise.
- Complete assignments missed because of absence.

Teacher's Responsibilities

- Provide quality homework activities
- Clearly state and post assignments so students can write them down correctly.
- Ensure that students are aware of what is expected of them and how their work will be assessed.
- Coordinate major assignments, exams, and long-term projects across disciplines.
- Make periodic checks to make certain that the agenda is being used correctly.
- Alert parents when homework problems arise and suggest strategies they can use to assist their children with homework
- Teachers will keep a log of all missed homework, which will include action taken and communication with student and parent.

Parent's Responsibilities

- Take an active interest in homework
- Check your child's agenda daily and make sure assignments are completed and turned in.
- Provide time, space and materials for your child to complete homework.
- If there are any concerns about your child's progress in class, contact the teacher.

Student Rights and Responsibilities

A student in the DeRuyter Central School shall have the right to:

1. Take part in all activities on an equal basis regardless of race, gender, or national origin.
2. In all matters, have the opportunity to present their version of the facts and circumstances, with truthfulness and honesty, leading to decisions of disciplinary consequences.
3. Address the Board of Education in the same manner as any citizen.

It shall be the responsibility of each student in the DeRuyter Central School District to:

1. Become familiar with and abide by all rules and regulations pertaining to student conduct.
2. Work to the best of his/her ability in all academic and co-curricular pursuits and strive toward the highest level of achievement possible. This includes completing class and homework assignments on time.
3. Conduct him/her, when participating in or attending school-sponsored co-curricular events, as a representative of DeRuyter Central School District and as such hold himself/herself to the highest standards of conduct, demeanor, and sportsmanship.
4. Be in regular attendance in school and in class.
5. Be responsible for contributing to the maintenance of an environment that is conducive to learning, show respect to all persons and to property.
6. Make constructive contributions to our school and to report with honesty and truthfulness the circumstances of school related issues.
7. Act and speak respectfully about issues/concerns.
8. Use non-sexist, non-racist and other non-biased language
9. Respect and treat others with tolerance and dignity regardless of actual or perceived race, color weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) or sex.
10. Use communication that is non-confrontational and is not obscene or defamatory
11. Report acts of bullying, discrimination, harassment and other inappropriate actions that hurt others.

Parent-Teacher Organization

The DeRuyter Elementary PTO is designed to help promote a sense of community within our school. PTO sponsors many activities such as Family Movie Nights, a Science Fair, Book Fairs, PARP, and a Holiday Shop.

PTO meets once a month on Wednesday evening from 6:30 pm to 7:30 pm and we would love it if you could join us. If you are interested in learning more about how to become involved, contact Mrs. Cassidy Richardson at 315-852-3400 or email pto@deruytercentral.org.

CODE OF CONDUCT

MISSION STATEMENT

The DeRuyter Central School District, in partnership with parents and the community, will educate and empower all students to embrace a passion for learning while developing into respectful, productive members of society

The DeRuyter Central School District is a community of learners with responsibility to one another. The purpose of the school district is teaching and learning. We are all responsible for ensuring an environment in which teachers can teach and students can learn. As members of this educational community students, teachers, staff members, parents and the community share in the responsibility of fostering a respectful environment in which teaching and learning are paramount.

Students of the DeRuyter Central School District have the right to a free, appropriate public education. In addition, students have all other rights afforded to students under the provisions of the Federal and State Constitutions and the laws of the State of New York. Athletic and co-curricular participation is not a right but a privilege. Therefore, students may be held to certain behavioral standards in order to maintain the privilege of participation.

Students of the DeRuyter Central School District have the responsibility to attend school as prescribed by New York State Law. While in school, a student shall not act in a manner which invades the rights of others, or which causes disorder and disrupts the educational process.

To improve security at DCS, surveillance cameras may be located in common areas including hallways, stairwells, gymnasiums, parking lots, and the cafeteria. Surveillance cameras will not be placed in classrooms or areas where students and staff would have an expectation of privacy.

Definitions

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

Cyberbullying: A form of bullying which occurs via electronic communication, including but not limited to, the use of cell phones, e-mail, YouTube, chat rooms or social networking (or other electronic modalities) to harass, threaten, or intimidate someone and can be transmitted by video, pictures or words. Types of cyber bullying can include but are not limited to: posting, sending or forwarding inappropriate or derogatory messages or images, spam, viruses, humiliating messages,

sharing private information, sending hateful or defamatory remarks that can include racial, ethnic or homophobic messages or posting or contributing to polling sites.

Cyber-bullying involving district students may occur both on campus and off-school grounds and may involve student use of the District Internet system or student use of personal digital devices including but not limited to: cell phones, digital cameras, personal computers, electronic tools.

Cyber-bullying that occurs off-campus that causes or threatens to cause a material or substantial disruption in the school could result in formal discipline by school officials. Such conduct could also be subject to appropriate disciplinary action in accordance with the District Code of Conduct and possible referral to local law enforcement authorities.

Disability

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

Discrimination

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, gender identity or sex.

Disruptive Student

An elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Employee

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, whereby such services performed by such person involve direct student contact.

Gender

Actual or perceived sex and includes a person's gender identity or expression.

Gender Expression

The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice or mannerisms.

Gender Identity

One's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

Harassment and/or Bullying

The creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that either (1) has or would have the effect of unreasonably and substantially interfering with a student's

educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably expect to cause emotional harm; or (2) reasonably causes or would reasonably expect to cause physical injury to a student or to cause a student to fear for his or her physical safety.

Such conduct shall include acts of harassment and/or bullying that occur:

- (i) on school property; and/or
- (ii) at a school function; or
- (iii) off school property where such acts create 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 the purpose of this Code, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. For the purposes of this Code, “emotional harm” that takes place in the context of “harassment and/or bullying” means to harm 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.

Such conduct shall include, but is not limited to acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, gender identity or sex.

Hazing

An induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur. Hazing includes, but is not limited to, induction, initiation or membership processes organized by groups, clubs and athletic teams.

Illegal Substances

Alcohol, illegal drugs and inhalants, marijuana, cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, look a-like drugs (including but not limited to synthetic cannabinoids), any substances commonly referred to as “designer” drugs, prescription or over-the-counter drugs when possession or use is unauthorized or such are inappropriately used or shared with others, or any product which, when misused, will result in an impaired or altered state.

Lockers

Lockers are provided by the school for student use and the administration has the right to search lockers. A student may have exclusive use of the locker as far as other students are concerned, but he/she does not have such exclusivity over the locker as it relates to school authorities.

Parent

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

Material Incident of Harassment, Bullying and/or Discrimination

A single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, and is the subject of a written or oral complaint to the Superintendent, Principal, or their designee, or other school employee. Such conduct shall include, but is not limited to threats, intimidation or abuse based on a person’s actual or perceived

race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status.

School Bus

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

School Function

A school-sponsored extra-curricular event or activity

School Property

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.

School Zone

School owned/controlled property and buildings, school vehicles and school sponsored activities

- While students are in the school zone, the school has an obligation to keep all students safe. When a student leaves the school zone, the school's obligation ends, however, the school's rights to investigate incidents continues.

Sexual Orientation

Actual or perceived heterosexuality, homosexuality, or bisexuality

Tobacco Products

Any lighted or unlighted cigarette, cigar, cigarillo, pipe, clove cigarette, herbal tobacco product or any other smoking product; smokeless tobacco in any form (including but not limited to chewing tobacco, dip, or snuff); any electronic cigarette or vaping device (including but not limited to e-cigarettes, Juul devices, vaporizers, vape pens and chemical substances used with such devices); or any other simulated tobacco products that imitate or mimic tobacco products; as well as matches, lighters and related paraphernalia.

Under the Influence

A student shall be considered "Under the Influence" if he or she has consumed any quantity of an illegal substance or alcohol within a time period reasonably proximate to his/her presence on school property, on a school bus, in a school vehicle, or at a school-sponsored function and/or exhibits symptoms of such use as to lead to the reasonable conclusion of such consumption.

Violent student

A student under the age of 21 whom:

1. Commits an act of physical or verbal violence with a school employee or attempts to do so.
2. Commits, while on school property or at a school function, an act of physical or verbal violence with another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.

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

Weapon

A firearm as defined in 18 USC 921 for purposes of the Gun-Free School Act, and any device, instrument, material or substance, animate or inanimate, that is used for or is readily capable of causing death or serious bodily injury; and any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, BB gun, starter gun, pellet gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, pocket knife with a blade of at least 2.5 inches, pen knife or other knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, kung fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, look alike false weapons or other devices, instruments, materials, or substances ("Other items") that can cause physical injury or death when used to cause physical injury or death or, when such "other items" are brandished as a weapon.

Family Educational Rights and Privacy Act (FERPA)

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

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed to military recruiters without their prior written consent.

If you do not want DeRuyter Central School to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by **September 20, 2019**. DeRuyter School District has designated the following information as directory information:

-Student's name, address, telephone listing, date of birth, major field of study, dates of attendance, grade

These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

Essential Partners of DeRuyter Central School

Parents

All parents are expected to:

- Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
- Send their child(ren) to school ready to participate and learn.
- Ensure their child(ren) attend school regularly and on time.
- Ensure absences are legal excuses.
- Insist their child(ren) be dressed and groomed in a manner consistent with the student dress code.
- Help their child(ren) understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- Know school rules and help their child(ren) understand them.
- Convey to their child(ren) a supportive attitude toward education and the district.
- Build good relationships with teachers, other parents and their child (ren's) friends.
- Help their child(ren) deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study and ensure homework assignments are completed.
- Teach their children respect and dignity for themselves, and their peers regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender (identity or expression), or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

Teachers

All district teachers are expected to:

- Maintain a climate of mutual respect and dignity for all students and colleagues regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) or sex, with the intent of strengthening students' self-concept and promote confidence to learn
- Be prepared to teach.
- Demonstrate interest in teaching and concern for student achievement.
- Know school policies and rules, and enforce them in a fair and consistent manner.
- Communicate to students and parents:
 - (1) Course objectives and requirements

- (2) Marking/grading procedures
- (3) Assignment deadlines
- (4) Expectations of students
- (5) Classroom discipline plan

- Communicate regularly with students, parents and other teachers concerning growth and achievement.
- Develop classroom routines that support school rules and regulations.
- Work closely with support staff in order to assist students exhibiting disruptive behavior.
- Inform administration of students exhibiting disruptive behavior and keep administration appraised of developments.
- Report incidents of discrimination and harassment that are witnessed in a timely manner.

Pupil Personnel Services

Pupil Personnel Staff are expected to:

- Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
- Regularly review with students their educational progress and career plans.
- Provide information to assist students with career planning.
- Encourage students to benefit from the curriculum and extracurricular programs.
- Provide to staff essential information on the needs of individual students.
- Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
- Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- Report incidents of discrimination and harassment that are witnessed in a timely manner.

Building Administration

Building Administrators are expected to:

- Maintain a climate of mutual respect and dignity for all students, staff and colleagues regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) or sex, with the intent of strengthening students' self-concept and promote confidence to learn
- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of issues.

- Evaluate on a regular basis all instructional programs.
- Support the development of and student participation in appropriate extracurricular activities.
- Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

Superintendent

The Superintendent is expected to:

- Maintain a climate of mutual respect and dignity for all students and employees of the district regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) or sex, with the intent of strengthening students' self-concept and promote confidence to learn
- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.

Board of Education

The Board of Education is expected to:

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

District Procedural Chart

When you have questions or concerns, please follow the steps below in order to get your questions and concerns addressed in the most efficient manner. Thank you.

| QUESTIONS/CONCERNS | STEP 1 | STEP 2 | STEP 3 | STEP 4 |
|---------------------------|---------------------------------------|---|--|----------------|
| | | | | |
| Academic Difficulties | Sec: Teacher Elem: Teacher | Sec: Guidance Office Elem: Principal | Sec: Principal Elem: Superintendent | Superintendent |
| Academic Scheduling | Sec: Guidance Office Elem: Teacher | Sec: Principal Elem: Principal | Superintendent | |
| Academic Curriculum | Teacher | Principal | Superintendent | |
| Athletics | Coach | Athletic Director | Sec: Principal | Superintendent |
| Student Behavior | Teacher | Guidance | Principal | Superintendent |
| School Budget | Business Administrator | Superintendent | | |
| Building Use | Principal | Superintendent | | |
| Classroom Procedures | Teacher | Principal | Superintendent | |
| Co-Curricular Activities | Advisor | Principal | Superintendent | |
| Medical | School Nurse | Principal | Superintendent | |
| Special Education | Teacher | CSE Chairperson | Principal | Superintendent |
| Transportation | Bus Driver | Head Mechanic | Principal | Superintendent |
| Board of Education Policy | Principal | Superintendent | Board of Education | |

“Sec” – Secondary (MS: Grades 6-8 or HS: Grades 9-12)

“Elem” – Elementary (Grades PK-5)

**Subject: COMPLAINTS AND GRIEVANCES BY STUDENTS****Policy: 7550**

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• While students have the responsibility to abide by the policies and regulations of the District, they shall also be afforded opportunity to present complaints and grievances free from interference, coercion, restraint, discrimination or reprisal. Administration shall be responsible for:

- Establishing rules and regulations for the redress of complaints or grievances through proper administration channels;
- Developing an appeals process;
- Ensuring that students have full understanding and access to these regulations and procedure; and
- Providing prompt consideration and determination of student complaints and grievances.

Complaints and Grievances Coordinator

• In addition, students and parents/guardians will receive annual notification of the District's established grievance procedures for resolving complaints of discrimination based on sex or disability. This notice shall include the name, address and telephone number of the Title IX, Section 504, ADA Coordinator.

• The Title IX, Section 504, ADA Coordinator shall also be responsible for handling complaints and grievances regarding discrimination based on race, color, creed, religion, national origin, political affiliation, age or marital status.

*Title VII of the Civil Rights Act of 1964,
42 United States Code (U.S.C.)
Section 2000-e, et seq. – Prohibits discrimination on
the basis of race, color, religion, sex or national origin.*

*Title VI of the Civil Rights Act of 1964,
42 United States Code (U.S.C.)
Section 2000-d, et seq. – Prohibits discrimination on
the basis of race, color or national origin.*

*Section 504 of the Rehabilitation Act of 1973,
29 United States Code (U.S.C.) Section 794 et seq.*

*The Americans With Disabilities Act,
42 United States Code (U.S.C.) Section 12101 et seq. -
Prohibits discrimination on the basis of disability.*

(Continued)



DCS Policy

Section: 7

STUDENTS

Subject: **COMPLAINTS AND GRIEVANCES BY STUDENTS**

Policy: 7550

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*Title IX of the Education Amendments of 1972,
20 United States Code (U.S.C.) Section 1681 et seq. –
Prohibits discrimination on the basis of sex.*

*New York State Executive Law
Section 290 et seq. - Prohibits discrimination on the
basis of age, race, creed, color, national
origin, sex, disability or marital status.*

Age Discrimination in Employment Act,

29 United States Code Section 621.

NOTE: Refer also to Policy #3420 -- Anti-Harassment in the School District.

General Student Behavioral Guidelines

A student may be subjected to disciplinary action when the student does not comply with these Behavioral Guidelines for DCS:

1. Before school (7:40-8:00), students should be in the cafeteria or the elementary or high school gym until the first bell rings.
2. Students will be in regularly, on time, and focused on learning.
3. Students will comply with all reasonable requests from supervising school employees.
4. Students will give and expect courtesy and respect at all times, in all places, with every person.
5. Students have the right to learn, without disruption to the education process.
6. All electronic devices (including, but not limited to MP3 Players with headphones, Cell Phones, iPods with headphones) must be powered off and out of sight in study halls and the cafeteria and may only be used in the classroom with teacher permission for instructional purposes.
7. Backpacks/Book Bags (of all sizes) will be stored in lockers between 8:00a.m. and 2:55p.m.
8. Students will use appropriate language.
9. Students will not fight, instigate a fight, or demonstrate roughness toward others.
10. Students will not possess, use, or sell illegal substances, dangerous instruments, or possess obscene material in person or electronically.
11. Students will be allowed to carry water in a container (no glass bottles) with a lid.
12. Students will use appropriate academic and behavioral conduct according to the Student Code of Conduct.
13. Students will follow the Board's Rules and Regulations for the Maintenance of Public Order on School Property.
14. Public displays of affection are not appropriate behaviors in an educational setting. The following are examples, but not limited to arm in arm, hugging, kissing, sitting on laps, or other displays viewed as disruptive to the educational process. This rule applies before, during and after school, on the buses, and at all school functions.
15. Students will give their best effort in all activities/classes.... make yourself responsible for growth.

Violators may be charged with criminal trespass. No student is allowed to bring small children to school, and as a general rule, no guests are allowed during the school day. Thank you for respecting our policy and procedures.

Academic Integrity

Honesty is assumed and expected in all academic endeavors, be it homework assignments, routine essay assignments, quizzes, tests or major research projects. Any form of cheating, be it as simple as offering or accepting homework assignments or as serious as intentional plagiarism* will NOT be tolerated. It is our intention to be sure that our students understand the seriousness of academic dishonesty prior to leaving high school and the impacts it will have on them.

Direct evidence of academic dishonesty will be addressed in the following ways:

Homework Assignments

- A single episode of receiving or providing direct assistance; failure on the assignment in question and further consequences as outlined in the Student Code of Conduct
- Continued practice; Conference with principal and parent and further consequences as outlined in the Student Code of Conduct

Quizzes, Essay Assignments, Exams, Projects, Research Papers, Etc. (For receiving or providing assistance)

- A single episode:
 - a. Automatic failure on the quiz, essay, exam, project, research paper, etc.
 - b. Parental conference at the discretion of the teacher
 - c. Further consequences as outlined in the Student Code of Conduct
- A second or continued episode:
 - a. Conference with Principal and Parent
 - b. Automatic failures in the assignments in question or may result in failure of the grading quarter course – at the discretion and agreement of both the teacher and the principal
 - c. Further consequences as outlined in the Student Code of Conduct

**** Plagiarism: The use of words or ideas of another person without adequate acknowledgement***

A teacher suspecting intentional plagiarism may follow either or both of the following procedures:

- Request cited source material from the student
- Independently research cited source material for comparative purposes

Students must present source materials that they use in preparing essays, reports, research papers, etc. Failure to present source materials will be taken as an admission of plagiarism.

Grading Policy

Homework:

At DeRuyter Central School, we believe that learning is a three-way partnership among students, parents/guardians, and the school. Homework is an integral part of that partnership. We believe that homework provides opportunities for development of self-discipline, responsibility, time-management, and organizational skills. It is important that homework reinforces and complements the work students do in school. The amount of homework students receive should reflect the stage at which they are in their schooling and in their personal and academic development.

- It is expected that homework will be carefully and neatly completed by the date indicated by your teacher.
- All homework completed and handed in will be evaluated.
- Late homework assignments will be accepted, but may accrue less credit than otherwise may have been earned or no credit at all.

Incompletes:

- An Incomplete (I) is a grade given if a faculty member believes the student deserves additional time to complete a test, assignment, project, etc.
- Incompletes must be given in instances where the work is missing due to a medically excused absence. Incompletes must be satisfied within 5 weeks or the grade becomes an “F” or 50.
- Students who receive incomplete grades will not have their grades calculated for Honor Roll purposes.

Dignity for All Students Act

The Dignity for All Students Act amends Education Law to put in place procedures for the creation of school environments free of bullying, discrimination and/or harassment. The law is effective July 1, 2012.

The DeRuyter Central School District prohibits bullying, discrimination and/or harassment against any student by employees or students that creates a hostile environment by conduct (with or without physical conduct) or verbal statements, intimidation or abuse, including cyberbullying, that either (1) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities, or benefits, or with the student’s mental, emotional, and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably cause a student to fear for his or her physical safety; or (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for their physical safety.

The prohibition of discrimination includes, but is not limited to, threats, intimidation, or abuse based on the student’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender (identity or expression) or sex, on school property or at school functions.

Prevention is the cornerstone of the District’s effort to address bullying and harassment. In order to implement its anti-bullying prevention program, the Board will designate, at its annual organizational meeting, individuals at each school to act as the DAC. These individuals shall be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, sex and any other legally protected status.

The DAC’s 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.

The DAC’s will be responsible for assisting in coordinating and enforcing the requirements of the Dignity for All Students Act and its related policies and regulations at each school building, including but not limited to:

- Professional development for staff members
- The complaint process; and
- Support of the Dignity Act's civility curriculum components.

The Dignity Act Coordinators for the 2019-2020 school year for each building are:

| | | |
|----------------------|----------------------|--|
| DeRuyter Elementary | Mrs. Jenny Valente | 315-852-3400 Ext. 7122 valente@deruytercentral.org |
| DeRuyter High School | Mr. Stephen Rafferty | 315-852-3400 Ext. 7105 rafferty@deruytercentral.org |

Cafeteria Procedures



An enjoyable lunchtime is an important part of your day. It is a time for you to relax, talk with your friends, and refuel for your afternoon. Follow these simple steps and you will have an enjoyable time with your classmates.

- All opened food is to be consumed in the cafeteria. Exceptions will be made with permission from a teacher. Students may take any closed packages, uneaten whole fruit, etc. from the cafeteria to be eaten at a later time.
- Breakfast is from 7:40 until the bell at 8:00. Students who come to the cafeteria are expected to remain until 8:00 unless they have a pre-signed pass from a teacher.
- All students should enter the kitchen through the entry off the hall to purchase any food.
- Students may be assigned specific seats at staff's discretion. They are not to move without permission.
- Students should be encouraged to return trays, etc. as soon as they are finished eating – this avoids overload at the dishwasher and long lines disposing of trash, and also minimizes silverware and dishes lost in the trash bin.
- General rules of school conduct prevail. Students observed throwing food or trash will be sent to lunch detention and/or receive consequences at the discretion of the principal.
- Make sure your silverware and dishes get returned to the dish room and not thrown away.

Cell Phone Policy

(Including, but not limited to cell phones, iPods with earphones and, MP3 Players with earphones) Students may use their cell phones for texting purposes between periods only and outside the classroom in the hallway. All electronic devices (including, but not limited to MP3 Players with headphones, Cell Phones, iPods with headphones) must be powered off and out of sight during the school day and may only be used in the classroom with teacher permission for instructional purposes. There will be consequences for those students who do not comply. Refusal to give the phone to a staff member upon request will be considered insubordination. Taking photos of or video/audio recording of other students and staff members is prohibited.

Unauthorized activation and/or use of cell phones may result in confiscation and/or search of the cell phone as such action is a direct violation of school policy. At a minimum, the phone will be taken away and given to administrator and a phone call will be made to the parent. Repeated offenses may result in the cell phone being held in the office until a parent can come retrieve it and possible lunch detention.

Remember: Cell phones and other electronic devices, like other personal items brought by a student into a school zone may be subject to search. The extent of the confiscation and/or search of the electronic device is dependent upon circumstances present at the time and within the discretion of school authority. The outcome of the search may result in further school consequences and/or a criminal investigation by the police.

Student Dress Code

The intent of the dress code is to foster an environment that is sanitary, safe and conducive to teaching and student learning. It is also intended to provide guidance to prepare students for their role in the work place and society. All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. School functions are defined as school-sponsored extra-curricular events or activities that occur both on and off school property, including but not limited to athletic events, concerts, dances and field trips. This is especially important when at functions outside the school. Your dress needs to be appropriate for the function you are attending. At these times you are a representative of your community and school, and the impression you make reflects on all.

The school does not dictate styles. However, school officials reserve the right to determine what acceptable and unacceptable attire is. Students and their parents have the primary responsibility for acceptable student dress, grooming, and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. The Board of Education shall comply with provisions of State Education Law and Decisions of the Commissioner of Education dealing with student dress. A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:

1. Not endanger the health, safety and welfare of self or others..
2. Not disrupt or interfere with the educational process. **Clothing which may be deemed inappropriate** (dependent upon school activity and setting) includes, but is not limited to: tube tops, halter tops, spaghetti straps (shoulder straps should be at least two fingers wide), bare midriffs (front and/or back), muscle shirts, low-cut and/or sagging pants, ripped or "destroyed" pants, swimsuits, sunglasses, and any see-through garments.

3. Not include items that are vulgar, obscene, or that defame or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, gender identity or disability.
4. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.
5. Skirts and shorts must extend at least to the top of the palm when standing normally, unless leggings are worn underneath.
6. Necklines and backs of blouses and shirts
 - a) No lower than one hands' width below the collar bone in front.
 - b) No lower than the center of the shoulder blade in back.
 - c) One hand must be able to cover any opening below the arm.
7. Ensure that undergarments are completely covered with outer clothing. Any clothing insufficient to conceal undergarments at all times such as low-cut or sagging pants, ripped or "destroyed" pants, mesh/sheer shirts, and transparent blouses, shirts or dresses is not allowed
8. Back Packs/Book Bags (of all sizes) will be stored in lockers between 8:00a.m. and 2:55p.m.
9. Footwear should be worn at all times. Footwear needs to be appropriate for the activity (i.e., athletic shoes for P.E., closed toe shoes for outdoor activities, etc.)
10. No jewelry (watches, rings, necklaces, bracelets, piercings, etc) will be worn during physical education.
11. All hats, visors, bandannas worn in any manner, and other head coverings-are not allowed to be worn during the school day (8:00a.m.-2:55p.m.) except for medical or religious purpose.

Consequences

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, or replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out-of-school suspension.

Teachers are responsible for reasonably enforcing the dress code. In the case of a question regarding whether a student is in violation of the dress code the Principals will be responsible for making a final determination. In such a case the student should be sent to the appropriate office with a pass. On the back of the pass the teacher should simply state what part of the student's dress, grooming and appearance is in violation of the Student Dress Code and the Principals will make a determination.

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

Appropriate Use of Computers

It is the intent of the DeRuyter Central School Board of Education to make Internet access available to students to further educational goals and objectives by granting students the opportunity to utilize vast information resources and collaborate with other students, educators, professionals and experts throughout the world.

However, access to the Internet is a privilege, not a right. Students using the Internet are expected to conduct themselves in a responsible manner and are required to comply with the standards of behavior contained in the student handbook, board policies and discipline code.

The following conduct is not permitted by students using the Internet services:

1. Sending, displaying or distributing offensive messages, materials or pictures.
2. Using obscene language.
3. Harassing, insulting and/or attacking others. This also includes conversations, e-mail, instant messages, and postings at home that are brought into the school. Cyber-bullying will not be tolerated in school. It is disruptive to the education of students.
4. Damaging computers, computer systems or computer networks. This includes creating or willfully disseminating computer viruses.
5. Adjusting, changing or viewing computer system configurations or settings in any way.
6. Violating copyright laws.
7. Using another's password.
8. Trespassing into another's folder, work or files.
9. Intentionally wasting limited resources.
10. Downloading files from the Internet (either to the student's H:\ drive on the server or to a workstation's hard drive), installing or running software, unless specifically instructed to do so by a DeRuyter Central School faculty or staff member.
11. Employing the network for commercial purposes.
12. Sending, displaying and distributing messages, materials or pictures containing adult material or material that threatens or intimidates a person or group of people on the basis of their sex, race, color, religion or national origin.
13. Removing/moving, unplugging, altering, or adding equipment or software to the computers or network without the approval of the network administrator. This includes wireless equipment.
14. Connecting personal technology equipment or media, such as, but not limited to, laptops, flash drives, CD-ROMS, etc., to the computers or network without prior approval from the classroom teacher or network administrator. Any personal technology equipment or

media must go through a thorough scanning process to prevent the potential spread of viruses or damaging applications.

The Internet contains essentially unregulated sources of information and communication. Furthermore, some material accessible via the Internet may contain items, which are illegal, defamatory, inaccurate, or potentially offensive to some people. While it is the District's position to make Internet access available only to further educational goals and objectives, students may find ways to access other material as well. As school officials have no control over the information available through the Internet, the District cannot be responsible for restricting, monitoring or controlling the communications of the individuals utilizing these services. Ultimately, parents and guardians of minors are responsible for setting and conveying standards that their children should follow when using these information sources.

While storage areas of the school computer network may be treated like school lockers, users should not expect their files stored on District servers or computers to be private in nature. Network administrators and school authorities may review files and communications to maintain system integrity to ensure that users are using the system responsibly. Student use of the Internet, sites visited, time on the site, and location of the computer within the school is recorded and monitored. In order to access the Internet, permission from an adult will be sought by the student. Adults in the building will be observant of the sites students are visiting. Each time a student logs on to a district computer, an acceptance of responsibility statement will appear. Students are responsible for their conduct.

Consequences for Violation of Computer Usage:

1. Violations may result in suspension and/or revocation of student access to the District's computer system as determined in accordance with appropriate due process procedures.
2. Additional disciplinary action may be determined at the building level in accordance with existing practices and procedures regarding inappropriate language or behavior, as well as federal, state and local law.
3. When applicable, law enforcement agencies may be involved.

Office Computers – No student Use

The computers used by office staff containing student and staff data, are restricted from student use (i.e. nurse, main office, guidance office, attendance office).

Library Media Center

The DeRuyter Central Library empowers students to be passionate learners and responsible citizens by ensuring that students and staff are effective users of ideas and information.

(adapted from the DCS Mission Statement and AASL's *Empowering Learners*, 2009)

Library Media Specialist (LMS): Ms. Jones

Library Aide: Mrs. Hyde

LMC Policies

- Be respectful to/of:
 - LMC staff
 - other students and teachers
 - LMC material and equipment

- Come prepared and ready to work (or read) for the entire period
- Electronics (phones, iPods, etc.) are for approved, non-disruptive, educational use only
- Students coming to the LMC outside of scheduled class times:
 - must have a pass
 - must sign in when they arrive
 - must sign out and have a pass if they leave before the end of the period
 - may be removed from the LMC if unable/unwilling to adhere to LMC policies
- All materials checked out from the LMC are the responsibility of the patron.
 - Lost/damaged materials must be paid for (or replaced, with LMS approval).
 - Patrons with overdue (or non-paid for lost/damaged items) may need approval from the LMS to check out materials.
- LMC material loans:
 - PK - K: 1 book for 1 week (2 books for 1 week after 25 returns)
 - 1st - 2nd: 2 items for 1 week
 - 3rd - 5th: 3 items for 1 week
 - 6th - 12th: 4 items for 2 weeks
 - audio-books and videos: students may have only one checked out at a time
 - Inter Library Loan (ILL) items: determined by loaning library (generally 2 weeks)
- Additional policies and procedures may be established throughout the year in order to maintain a positive learning/working environment, or to accommodate specific situations.

Sexual Harassment of Students

The Board of Education affirms its commitment to non-discrimination and recognizes its responsibility to provide for all District students an environment that is free of sexual harassment and intimidation. Sexual harassment is a violation of law and stands in direct opposition to District policy. Therefore, the Board prohibits and condemns all forms of sexual harassment by employees, school volunteers, students, and non-employees such as contractors and vendors which occur on school grounds and at all school-sponsored events, programs and activities including those that take place at locations off school premises. Generally, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication of a sexual nature when:

- a) Submission to or rejection of such sexually harassing conduct and/or communication by a student affects decisions regarding any aspect of the student's education, including participation in school-sponsored activities;
- b) Conditions exist within the school environment that allow or foster obscene pictures, lewd jokes, sexual advances, requests for sexual favors or other harassing activities of a sexual nature; and
- c) Such conduct and/or communication has the purpose or effect of substantially or unreasonably interfering with a student's academic performance or participation in an educational or extracurricular activity, or creating an intimidating, hostile or offensive learning environment; and/or effectively bars the student's access to an educational opportunity or benefit.

The Board acknowledges that in determining whether sexual harassment has occurred the totality of the circumstances, expectations, and relationships should be evaluated including, but not limited to, the ages of the harasser and the victim; the number of individuals involved; and the type, frequency and duration of the conduct. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from a third party such as a school visitor, volunteer, or vendor, or any other individual associated with the School District.

Sexual harassment may occur from student-to-student, from staff-to-student, from student-to-staff, as well as staff-to-staff.

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any student who believes he/she has been a victim of sexual harassment in the school environment, as well as any other person who is aware of and/or who has knowledge of or witnesses any possible occurrence of sexual harassment, immediately report such alleged harassment; such report shall be directed to or forwarded to the District's designated complaint officer(s) through informal and/or formal complaint procedures as developed by the District. Such complaints are recommended to be in writing, although verbal complaints of alleged sexual harassment will also be promptly investigated in accordance with the terms of this policy. In the event that the complaint officer is the alleged offender, the report will be directed to the next level of supervisory authority.

Upon receipt of an informal/formal complaint, the District will conduct a thorough investigation of the charges. To the extent possible, within legal constraints, all complaints will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges, and any disclosure will be provided on a "need to know" basis.

Based upon the results of the investigation, if the District determines that an employee and/or student has violated the terms of this policy and/or accompanying regulations, immediate corrective action will be taken as warranted. Should the offending individual be a student, appropriate disciplinary measures will be applied, up to and including suspension, in accordance with District policy and regulation, the Student Code of Conduct, and applicable laws and/or regulations. Should the offending individual be a school employee, appropriate disciplinary measures will be applied, up to and including termination of the offender's employment, in accordance with legal guidelines, District policy and regulation, and the applicable collective bargaining agreement(s). Third parties (such as school volunteers, vendors, etc.) who are found to have violated this policy and/or accompanying regulations will be subject to appropriate sanctions as warranted and in compliance with law.

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of sexual harassment. Follow-up inquiries shall be made to ensure that harassment has not resumed and that all those involved in the investigation of the sexual harassment complaint have not suffered retaliation.

Regulations will be developed for reporting, investigating and remedying allegations of sexual harassment. An appeal procedure will also be provided to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable complaint officer(s).

Such regulations will be developed in accordance with federal and state law as well as any applicable collective bargaining agreement(s).

The Superintendent/designee(s) will affirmatively discuss the topic of sexual harassment with all employees and students, express the District's condemnation of such conduct, and explain the sanctions for such harassment. Appropriate training and/or "awareness" programs will be established for staff and students to help ensure knowledge of and familiarity with the issues pertaining to sexual harassment in the schools, and to disseminate preventative measures to help reduce such incidents of prohibited conduct. Furthermore, special training will be provided for designated supervisors and managerial employees, as may be necessary, for training in the investigation of sexual harassment complaints.

A copy of this policy and its accompanying regulations will be available upon request and may be posted at various locations in each school building. The District's policy and regulations on sexual harassment will be published in appropriate school publications such as teacher/employee handbooks, student handbooks, and/or school calendars.

Legal References:

Title IX of the Education Amendments of 1972,
20 United States Code (U.S.C.) Section 1681 et seq.

42 United States Code (U.S.C.) Section 1981(a)
29 Code of Federal Regulations (C.F.R.)
Section 1604.11(a)

34 Code of Federal Regulations (C.F.R.)
Section 100 et seq.

Title VII of the Civil Rights Act of 1964,
42 United States Code (U.S.C.) Section 2000e et seq.
Executive Law Sections 296 and 297

Tobacco Free School Policy

Rationale: The School Board recognizes its responsibility to promote the health, welfare and safety of students, staff and others on school property. The health hazards of tobacco use have been well documented. This policy is established to:

- reflect and emphasize the hazards of tobacco use;
- be consistent with state and federal laws;
- protect the health and safety of all students, staff and visitors;
- supplement the prevention curriculum taught in the classroom; and
- set a non-tobacco use example by adults

To support and model a healthy, pro-active tobacco-free environment for everyone the School Board establishes the following policy:

Tobacco Use Prohibited: No person shall use, possess, sell or distribute a Tobacco Product at any time, anywhere on school property, in or on a School Bus or in any vehicles used to transport children or school personnel, in any vehicle (public or private) while on school grounds, or at any School Function. Possession of tobacco products and paraphernalia, as well as tobacco promotional items is prohibited by students at all times.

A Tobacco promotional item: is any object that has a brand, logo or other identifier including, but not limited to, clothing, hats, bags, accessories, gear, lighters and other personal articles.

Tobacco Prevention and Education:

Instruction to discourage the misuse of tobacco shall be implemented through all secondary health education programs and all elementary classrooms according to the needs and abilities of the pupils at successive grade levels. Staff responsible for teaching tobacco-use prevention shall have adequate training and participate in ongoing professional development activities to effectively deliver the education program as planned.

Tobacco advertising is prohibited on school property, grounds, at any school-sponsored event or activity off campus, and in all school-sponsored publications. The school will request tobacco ad-free editions of all publications in school libraries. School acceptance of gifts, funding, or parent/classroom educational materials from the tobacco industry are prohibited.

Tobacco cessation resources will be made available to staff, students, and visitors.

Communication: Signs communicating this policy shall be prominently posted on all building entrances, grounds, athletic fields, parking lots and vehicles.

The District shall also notify students, parents/guardians, staff, contractors and other school visitors annually of the tobacco free policy in written materials including, but not limited to, handbooks, manuals, contracts, newspapers, programs, school website and newsletters.

Enforcement: All administrators and school employees are expected to enforce the tobacco free policy. Students and visitors are encouraged to inform school employees if they see tobacco use on school grounds.

Student violations of this policy will lead to disciplinary action per the student code of conduct, including an alternative to suspension program. Any tobacco products or paraphernalia found in possession of a student will be confiscated and discarded.

Employee violations of this policy will lead to disciplinary action in accordance with personnel policies and may include verbal warning and/or written reprimand.

Violations of the policy by others will result in the following disciplinary action:

1. Verbal request to adhere to policy
2. If person refuses to stop, they will be asked to leave the premises
3. If person refuses to leave, refer to local authorities for trespassing

All student, school personnel and visitors are responsible for adhering to this policy at all times.

Legal References:

NYS Education Law, Article 9, Section 409. School building regulations in relation to health and safety.
NYS Education Law, Article 17, Section 804. Health education regarding alcohol, drugs, tobacco abuse and the prevention and detection of certain cancers.
NYS Department of Education, Commissioner's Regulations, Subchapter G, Part 135. Health, Physical Education and Recreation
NYS Public Health Law, Article 13-E, Section 1399. Regulation of smoking in certain public areas (Clean Indoor Air Act)
U. S. Department of Education—No Child Left Behind, Title IV C, Sections 4301 – 4304, Part A. Safe and Drug-Free Schools and Communities

Consequences for Violating the Tobacco Policy

Usage of Tobacco Products

Disciplinary Consequences for use of Tobacco Products:

- | | |
|-----------------|--|
| 1 st | 1 day OSS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 2 nd | 2 days OSS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 3 rd | 3 days OSS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 4 th | 5 days OSS, informal or formal Superintendent's hearing and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 5 th | Formal Superintendent's hearing plus consequences per the Athletic/Extra-Curricular Code of Conduct |

Possession of Tobacco Products/Paraphernalia

Disciplinary Consequences for possession of Tobacco Products/Paraphernalia

- | | |
|-----------------|---|
| 1 st | 1 day ISS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 2 nd | 2 days ISS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 3 rd | 2 days OSS and consequences per the Athletic/Extra-Curricular Code of Conduct |
| 4 th | 3 days OSS and consequences per the Athletic/Extra-Curricular Code of Conduct |

- 5th 5 days OSS, informal or formal Superintendent's hearing plus consequences per the Athletic/Extra-Curricular Code of Conduct
- 6th Formal Superintendent's hearing plus consequences per the Athletic/Extra-Curricular Code of Conduct

Alcohol and Substance Abuse Policy

The regulations regarding use of illegal substances and alcohol are outlined as follows:

- All school staff that suspects a student of misuse or of being under the influence of illegal substances or alcohol on school property will report it to the Principals immediately and relate in confidence the facts concerning the case.
- The Principals will conduct an investigation into the matter and document all information obtained.
- The Superintendent or Principal will call a Law Enforcement Agency and the parents of the student if the information appears to be substantial that a crime has been committed.
- The Law Enforcement Agency will conduct their own investigation and gather evidence to discover if a crime has been committed and proceed to court at their own discretion. (If student is under eighteen years of age, the parent will be in attendance during the interview with the student if conducted on school property.)
- The school administration will use such form of punishment as is deemed necessary and advisable for violations of the law and school rules and regulations such as out of school suspension, in-school suspension, etc., but in all cases will attempt to find help through social agencies and the parents for the offenders.

Any student who is apprehended in school with illegal substances or alcohol in his/her possession will be disciplined as follows:

If the drug has been prescribed by a doctor for the student's consumption during school hours, the medicine will be placed in the health office and the school nurse will administer it to the student. The parents will be notified of the incident and told that any future violations of this sort will result in disciplinary action.

Possession of Alcohol

- Suspension immediately for five days
- The parents will be requested to come and remove him/her from school
- Principal will contact Superintendent if further disciplinary action is deemed necessary
- May be contacted by appropriate law enforcement authorities

Use, Possession, Sale and/or Distribution of Illegal Substances (Including Paraphernalia with Drug Residue)

- Parents will be called to come to school immediately
- The substance will be turned over to the appropriate law enforcement agency
- Immediate suspension from school for five days
- The student may be requested to attend an informal or formal Superintendent's hearing prior to return to school

Under the Influence of Other Illegal Substances

- Immediate suspension
- The parents will be requested to come and get the student immediately
- The Principal may require a Superintendent's hearing if it is deemed warranted for further disciplinary action

Prohibited Substances & Consequences for Athletic/Extra Curricular Activities (also on page 70)

Use or possession of these substances in any form at any time during the sports season or extra-curricular activity is prohibited.

- A. Alcoholic beverages
- B. Tobacco Products
- C. Illegal Substances

Consequences

- 1st Offense** during a school year – Suspension from the team and/or DCS extra-curricular activity for 10 calendar days. There will also be a required conference with the student, parents, Athletic Director/Activity Advisor and Principal. The student will be referred to a counseling program
- 2nd Offense** during a school year – Dismissal from sport and/or DCS extra-curricular activity/club for at least 45 calendar days and a conference to occur with student, parents, Athletic Director/Activity Advisor and Principal. The student will be referred to a counseling program

- D. Marijuana
- E. Abusive non-prescription drugs, prescription drugs or use of performance enhancing drugs
- F. Narcotics, Barbiturates, Inhalants, Hallucinogens, Synthetic Drugs

- 1st Offense** during a school year – Suspension from the team and/or DCS extra-curricular activity for 45 calendar days. There will also be a required conference with the student, parents, Athletic Director/Activity Advisor and Principal. The student will be referred to a counseling program
- 2nd Offense** during a school year – Dismissal from sport and/or DCS extra-curricular activity/club for 60 calendar days and a conference to occur with student, parents, Athletic Director/Activity Advisor and Principal. The student will be referred to a counseling program

Reporting Violations of the Code of Conduct

Any student observing another violating this Code of Conduct on District property or at a District function shall report this information immediately to a District staff member, administrator or supervising adult. Any teacher, administrator, employee, Board of Education member, or other person may report a violation of the student disciplinary code to the Building Principal or his or her designee. The Principal may then make an investigation of the charges as deemed appropriate and institute an informal or disciplinary proceeding, and/or make a referral to the Committee on Special Education, as deemed necessary. Any weapons, alcohol, or illegal substances found shall be confiscated immediately, followed by notification of local law enforcement agency and the parents or legal

guardian of the student involved. Appropriate disciplinary action will be taken, up to and including permanent suspension and referral for prosecution.

An Administrator will notify the appropriate local law enforcement agency by phone or in person of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the administrator learns of the violation. The notification must identify the student(s) and explain the conduct that violated the Code of Conduct and constituted a crime. The Building Principal must also notify promptly the appropriate local law enforcement agency when such administrator, believes that any harassment, bullying or discrimination may constitute criminal conduct.

Reporting Discrimination, Harassment, Bullying and Cyberbullying

The Building Principal is the school employee charged with receiving all reports of harassment, bullying and discrimination; however, students and parents may make an oral or written complaint of harassment, bullying or discrimination to any teacher, administrator or school employee.

The District will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment, bullying and cyberbullying; and will promptly take appropriate action to protect individuals from further discrimination, harassment, bullying and cyberbullying.

It is essential that any student who believes he/she has been subjected to discrimination, harassment, bullying or retaliatory behavior, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence, immediately report same to any staff member or administrator. The staff member/administrator to whom the report is made (or the staff member/administrator who witnesses or suspects bullying/cyberbullying behavior) shall document and take appropriate action, address the immediacy of the situation and shall promptly report in accordance with the following paragraphs.

Upon receipt of a complaint (even an anonymous complaint), or if a school employee otherwise learns of any occurrence of possible conduct prohibited by this policy, the school employee shall promptly and orally notify the school principal no later than one day after such school employee witnesses or receives the complaint or learns of such conduct. Such school employee shall also file a written report with the school principal no later than two school days after making such oral report.

After receipt of a complaint, the Building Principal shall lead or supervise a thorough investigation of the alleged harassing, bullying and/or retaliatory conduct. The Principal or the Principal's designee shall ensure that such investigation is completed promptly and investigated in accordance with the terms of district policy. All complaints shall be treated as confidential and private to the extent possible within legal constraints.

Based upon the results of this investigation, if the district determines that a school official, employee, volunteer, vendor, visitor and/or student has violated the district's Code of Conduct or a material

incident of harassment, bullying and/or discrimination has occurred, immediate corrective action will be taken as warranted, it will take prompt action reasonably calculated to end the violation, 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 violation was directed.

As a general rule, responses to acts of harassment, bullying and/or discrimination against students by students shall incorporate a progressive model of student discipline that includes measured, balanced and age appropriate remedies and procedures that make appropriate use of prevention, education, intervention and discipline, and considers among other things, the nature and severity of the offending student's behavior(s), the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the student's behaviors had on the individual(s) who was physically injured and/or emotionally harmed. Responses shall be reasonably calculated to end the harassment, bullying, and/or discrimination, prevent recurrence, and eliminate the hostile environment.

Retaliation against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, cyberbullying and/or discrimination is prohibited.

In the event that the Principal is the alleged offender, the report will be directed to the Superintendent.

All complaints of alleged harassing, bullying (including cyberbullying) and/or retaliatory conduct shall be:

1. Promptly investigated in accordance with the terms of District Policy;
2. Forwarded to the school building's Dignity Act Coordinator for monitoring;
and
3. Treated as confidential and private to the extent possible within legal constraints

The Principal of each school in the District shall provide an annual report to the Superintendent on data and trends related to harassment, bullying and/or discrimination in accordance with applicable statutes and regulations.

Ranges of Consequences for Behavior Related Offenses

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

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

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not

accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

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

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

The listed sanctions are advisory, and as a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. However, the district may impose any level of discipline, even for a first violation, that is proportionate to the misconduct at issue.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the building Principal and, if warranted, shall be administered consistent with the separate requirements for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall be disciplined according to a manifestation determination process.

Although not all-inclusive, the following list of offenses on school property or at a school function may result in disciplinary action, the range of which is further described below. Students who are found to have violated the district's Code of Conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

| I | II | III |
|---|---|---|
| Options -Warning/Verbal Reprimand -Time-Out or Out of classroom -Loss of Privilege -Conference with Student -Communicate with parent -Detention (Lunch & After School) -Restricted to Study Hall -Counseling -*Restitution | Options -Removal from Class -*Suspension -In-School -Out of School -*Police Notification -*Removal from school property -*Saturday Detention | Options -*Alternative Placement -**Permanent Suspension *Administrator Action Only **Superintendent action only |

| <u>Offense</u> | <u>Definition</u> | <u>Consequences</u> |
|--|---|---------------------|
| Absence (unlawful) | An absence for a day or any portion of a day for any reason other than those cited unlawful and/or failure to bring a note by a parent/guardian to verify a lawful absence. | I-II |
| Alcohol/Illegal Substance Violation | Possession, distribution, consumption, being under the influence, or sale of illegal substances or alcoholic beverages (including synthetic drugs), drug paraphernalia, or prescribed medication without district authorization on school property, at a school function, on a school bus or in a school vehicle. | II-III |
| Arson/Fire | Attempting to, aiding in, or setting fire to a building or other property. | II-III |
| Cyberbullying | As defined in this Code of Conduct | I-II-III |
| Cheating/Academic Dishonesty | Copying, plagiarizing, altering records, or assisting another in such actions. | I-II |
| Computer/Electronic Communication Misuse | Any unauthorized use of computers, software, or internet/intranet account to access internet/intranet; accessing another's e-mail or an appropriate website, misuse of a website. | I-II |
| Cutting Class | Illegal absence from a class or school activity. | I-II |
| Defamation | False or unprivileged statement or representation about an individual or identifiable group or individuals that harm the reputation of the person or the identifiable group. | I-II |
| Destruction of Property/Vandalism | Damage, destruction, or defacement (graffiti) of property belonging to another or the school. | II-III |
| Discrimination | As defined in this Code of Conduct | I-II-III |
| Disrespect Toward Others | Inappropriate comment of physical gesture to a student, teacher, staff member, or other adult. | I-II |
| Disorderly Conduct | Behavior disturbing the atmosphere or order, to include obstructing or restraining the authorized or lawful movement or participation of another. | I-II-III |
| Disruption-Classroom | Behavior that is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. | I-II-III |
| Disruption-School | Behavior that interferes with the safe and orderly environment of the school or school activity. | I-II-III |
| Driving/Parking Violations | Failure to obey all state, district, and campus traffic and parking signs and rules | I-II |

| <u>Offense</u> | <u>Definition</u> | <u>Range Of Consequences</u> |
|--------------------|---|------------------------------|
| Electronic Devices | Use of electronic devices (cell phones, iPods, MP3's, etc.) during the school day without the permission of a staff member. | I-II |

| | | |
|---|---|-----------------|
| Failure to Serve Assigned Consequences | Failure to serve detention, suspension or consequences. | I-II-III |
| False Alarms/Bomb Threats | Initiating a report or warning of fire, or catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher. | II-III |
| Fighting | A hostile confrontation with physical contact involving two or more students. | II-III |
| Fireworks or Explosives | Possession, use, and/or threat to use a firework, smoke bomb, flare or combustible or explosive substance. | II-III |
| Gambling | Wagering money or property. | I-II |
| Harassment and/or Bullying | As defined in this Code of Conduct | I-II-III |
| Hazing | As defined in this Code of Conduct | II-III |
| Indecent Exposure | Exposing private parts of the body in a lewd or indecent manner. | II-III |
| Insubordination | Refusing to follow reasonable requests of teachers, staff or administration, including failure to identify self or knowingly providing false information. | I-II-III |
| Leaving School Grounds Without Permission | Leaving school grounds during regular school hours w/out written or verbal permission from parent/guardian AND administrator. | I-II-III |
| Loitering | Idle presence in an area without authorization. | I-II |
| Physical Attack on Staff/Students/Others | Assault, or aggressive physical action, directed at students, staff, or others, including a situation where a staff member is intervening in a fight or other disruptive activity. | II-III |
| Possession of Disruptive Items | Unauthorized possession of a sound box, laser pointer, squirt gun, water balloon, personal audio device, or any other disruptive item. | I-II |
| Possession of Electronic Devices | Electronic devices (cell phones, iPods, MP3's, etc.) are to be powered off as soon as students enter the school building and should not be visible or used during the school day without the permission of a staff member. | I-II |
| Possession of Skateboards/ Rollerblades/scooters | Use of unauthorized possession of a skateboard, scooter, or rollerblades on school property. | I-II |
| Profanity | Using vulgar or abusive language, cursing, or swearing | I-II-III |

| <u>Offense</u> | <u>Definition</u> | <u>Range Of Consequences</u> |
|---------------------------------------|--|-------------------------------------|
| Sexual Harassment | Unwanted and inappropriate verbal, written, or physical conduct of a sexual nature directed toward another person. | I-II-III |
| Tardiness | Lateness to school or class. | I-II |
| Threat to Staff, Peer or other Person | Expression, conveyed or evidenced by word or action that shows intent to abuse intimidate, coerce, or injure a staff member, student, or other person, including on social media | I-II-III |
| Tobacco Violation | Possession, sale, distribution or use of any tobacco product. as defined in this Code of Conduct | I-II |
| Trespassing | Unauthorized presence on school property, including while on suspension. | I-II |
| Truancy | Unlawful absence without parental knowledge and/or permission. | I-II-III |
| Weapon Possession | Possession of a weapon (see Code of Conduct for definition). | II-III |

Permissible Penalties

Initiation of Student Discipline Proceedings

Any teacher, administrator, Board Member, parent or other person may report a violation of the Student Disciplinary Code to the building Principals. The Principals shall then make such investigation of the charges, as he/she deems appropriate, and take whatever actions deemed necessary.

This policy and the Board's Rules and Regulations for the Maintenance of Public Order on School Property shall be publicized and explained to all students, and provided in writing to all parents on an annual basis.

Procedures

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

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

Detention

Teachers, Principals and/or the Superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Parents will be notified that after school detention has been assigned prior to a student attending. Detention will be scheduled on Tuesdays and Wednesdays, with transportation home.

Suspension from Transportation

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

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

Suspension from Athletic Participation, Extra-Curricular Activities and Other Privileges

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

In-School Suspension (ISS)

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

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

Teacher Disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the Principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

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

A classroom teacher may remove a disruptive student from class for up to three days. The removal from class applies to the class of the removing teacher only.

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

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

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

Within 24 hours, if the student is assigned to ISS, the Principal or other district administrator designated by the Principal must notify the student's parents by phone, that the student has been removed from class and why. The administrator must also inform the parent that he or she has the right, upon request, to meet informally with the Principal or the Principal's designee and the teacher to discuss the reasons for the removal.

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

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

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

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including the district's code of conduct.
3. The conduct warrants suspension from school pursuant to Education Law
4. §3214 and a suspension will be imposed.

The Principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business the next day following the 48 hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the Principal makes a final determination pursuant to Education Law §3214 (3-a)(c), or the period of removal expires, whichever is less.

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

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the Principal or the Chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

Suspension from School

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

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the Building Principals.

Any staff member may recommend to the Superintendent or the Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal or the Superintendent for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as practical by the staff member recommending the suspension.

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

In the event of a student's suspension prior to or concurrent with snow days or other emergency days, the student's suspension will resume the first school day immediately following the snow day or other emergency day.

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the District will take immediate steps to ensure the provision of continued educational programming and activities, including alternative educational programs appropriate to individual student needs.

The following procedures will apply to suspensions of students from school:

Short-term (five days or less) Suspension from school

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

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

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

After the conference, the Principal shall promptly advise the parents/guardians in writing of his or her decision. If the parents are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Commissioner of Education within thirty (30) days of the decision.

Long-term (more than five days) Suspension from School

When the Superintendent or Building Principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents/guardians of their right to a fair hearing. At the hearing, the student shall have the right to present witnesses and other evidence on his or her behalf.

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

An appeal of the decision of the Superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within thirty (30) days of the date the Superintendent's decision, unless the parents/guardians can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within thirty (30) days of the decision.

Permanent Suspension

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

Minimum Periods of Suspension

Students who bring a weapon to school

NOTE: The Federal Gun-Free Schools Act of 1994 (20 USC §8921) requires all states that receive funds under the Elementary and Secondary Education Act of 1965 to have a law that requires school districts to suspend students who bring weapons to school for a minimum of one calendar year. Section 3214(3) (d) of the Education Law has been amended to comply with the federal law. The federal law defines "weapon" somewhat narrowly. (See 18 USC §914)

The U.S. Department of Education, the federal agency responsible for overseeing the implementation of the Gun-Free Schools Act, has stated that local school districts may decide to broaden their definition to include other weapons as well.

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

1. The student's age.
2. The student's grade in school.
3. The student's prior discipline record.
4. The Superintendent's belief that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others
6. Other extenuating circumstances.

The Superintendent is required to refer the following students to the County Attorney (or the County Presentment Agency if not the County Attorney) for a juvenile delinquency proceeding before the Family Court:

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

The Superintendent is required to refer students over the age of 16 or any student 14 or 15 years old who qualifies 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 District property (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.

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

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

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a

hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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

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

Permanent Suspension

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

Collaboration with Community Resources and Law Enforcement

A. Human Services Agencies and Person in Need of Supervision (PINS) Petitions

When there is evidence of educational neglect, the building Principal, in consultation with the Superintendent, shall determine whether a report to the appropriate agency is warranted.

When there is evidence of child abuse, neglect, or maltreatment, all mandated reporters shall follow the procedures established by law and District Policy.

When a student is frequently absent from or tardy without valid excuse; is habitually disobedient, ungovernable, or non-compliant with this Code of Conduct; or is in possession of marijuana in violation of the Penal Law; then the building Principal, in consultation with the Superintendent, may initiate the pre-PINS diversion process with the appropriate county lead agency. If the District is notified by the responsible county lead agency that no further diversion services are warranted, the building Principal, in consultation with the Superintendent, shall determine whether to initiate a PINS petition in Family Court.

B. Law Enforcement Agencies and Juvenile Delinquency Complaints

An Administrator will notify the appropriate local law enforcement agency by phone or in person of those code violations that constitute a crime, including but not limited to incidents of harassment, bullying, and/or discrimination, and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the administrator learns of the

violation. The notification must identify the student(s) and explain the conduct that violated the Code of Conduct and constituted a crime. When an act is reported to a local law enforcement agency as a possible crime, it remains the responsibility of the building administrator to collect the information necessary to make a determination as to the appropriateness of disciplinary consequences under this Code.

In general, the person against whom the criminal act was directed should be identified as the complainant where the district attorney decides to initiate a criminal complaint or juvenile delinquency petition. The District, or a District employee in their official capacity, may only be identified as the complainant when the Superintendent determines that it is appropriate to proceed in that manner.

Discipline of Students with Disabilities

The board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities have 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.

Suspensions or Removals of Students with Disabilities

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

The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

Generally, disciplinary actions will be in accordance with the procedures of the *Student Code of Conduct* for all students with disabilities; however, for suspensions or removals up to ten (10) school days in a school year that do not constitute a disciplinary change in placement, students with disabilities must be provided with alternative instruction or services on the same basis as non-disabled students of the same age.

If suspension or removal from the current educational placement constitutes a disciplinary change in placement because it is for more than ten (10) consecutive school days or constitutes a pattern, a manifestation determination must be made. The District determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

Manifestation Determinations

A review of the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability must be made by a manifestation team immediately, if possible, but in no case later than ten (10) school days after a decision is made:

- a) By the Superintendent to change the placement to an interim alternative educational setting (IAES);
- b) By an Impartial Hearing Officer (IHO) to place the student in an IAES; or
- c) By the Board, District Superintendent, Superintendent or Building Principal to impose a suspension that constitutes a disciplinary change of placement.

The manifestation team will include a representative of the District knowledgeable about the student and the interpretation of information about child behavior, the parent and relevant members of the CSE. The parent must receive written notice prior to the meeting to ensure that the parent has an opportunity to attend.

The manifestation team will review all relevant information in the student's file including the student's individualized education program (IEP), any teacher observations, and any relevant information provided by the parents to determine if: the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or the conduct in question was the direct result of the District's failure to implement the IEP. If the team determines the conduct in question was the direct result of failure to implement the IEP, the District must take immediate steps to remedy those deficiencies.

Finding of Manifestation

If it is determined, as a result of this review, that the student's behavior is a manifestation of his/her disability the CSE will conduct a functional behavioral assessment, if one has not yet been conducted, and implement or modify a behavioral intervention plan.

Functional behavioral assessment (FBA) means the process of determining why the student engages in behaviors that impede learning and how the student's behavior relates to the environment.

Behavioral intervention plan (BIP) means a plan that is based on the results of a functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

Unless the change in placement was due to behavior involving serious bodily injury, weapons,-drugs or controlled substances, the student must be returned to the placement from which the student was removed unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

No Finding of Manifestation

If it is determined that the student's behavior is not a manifestation of his/her disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration for which they would be applied to students without disabilities, subject to the right of the parent/person in parental relation to request a hearing objecting to the manifestation determination and the District's obligation to provide a free, appropriate public education to such student.

Provision of Services Regardless of the Manifestation Determination

Regardless of the manifestation determination, students with a disability shall be provided the services necessary for them to continue to participate in the general education curriculum and progress toward meeting the goals set out in their IEP. They must also receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications designed to address the behavior violation so it does not recur:

a) For subsequent suspensions or removals for ten (10) consecutive school days or less that in the aggregate total more than ten (10) school days in a school year but do not constitute a disciplinary change of placement school personnel, in consultation with at least one (1) of the student's teachers, will determine the extent to which services are needed;

b) For suspensions or other disciplinary removals in excess of ten (10) school days in a school year which do constitute a disciplinary change in placement the IAES and services will be determined by the CSE.

Interim Alternative Educational Setting (IAES)

Students with disabilities who have been suspended or removed from their current placement for more than ten (10) school days may be placed in an IAES which is a temporary educational setting other than the student's current placement at the time the behavior precipitating the IAES placement occurred.

Additionally, an Impartial Hearing Officer in an expedited due process hearing may order a change in placement of a student with a disability to an appropriate IAES for up to forty-five (45) school days if the Hearing Officer determines that maintaining the current placement is substantially likely to result in injury to the students or others.

There are three (3) specific instances when a student with a disability may be placed in an IAES for up to forty-five (45) school days without regard to a manifestation determination:

- a) Where the student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of the District; or
- b) Where a student knowingly possesses or uses drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the District; or
- c) Where a student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the District. Serious bodily harm has been defined in law to refer to one (1) of the following:
 - 1. Substantial risk of death;
 - 2. Extreme physical pain; or
 - 3. Protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

A school function shall mean a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

In all cases, the student placed in an IAES shall:

- a) Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress towards the goals set out in the student's IEP, and
- b) Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

The period of suspension or removal may not exceed the amount of time a non-disabled student would be suspended for the same behavior.

In-School Suspension

In-school suspension will be used as a lesser discipline to avoid an out-of-school suspension. The student shall be considered present for attendance purposes. The program is used to keep each student current with his/her class work while attempting to reinforce acceptable behavior, attitudes and personal interaction.

*All rules of the Code of Conduct apply during a field trip. These include, but are not limited to, bus rules, behavioral expectations, dress codes, and attendance.

In-Service Education Programs

The Board of Education will provide in-service education programs for all district staff members to ensure the effective implementation of this Code, to promote a safe and supportive school climate while discouraging, among other things, bullying, discrimination and harassment against students by students and/or school employees and to include safe and supportive school climate concepts in the curriculum and classroom management.

In-service education programs shall also include training on 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, the identification and mitigation of harassment, bullying and discrimination, and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings.

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



PK-5 School Wide Expectations: Be Respectful, Be Responsible, Be Safe



| Expectation/Location | Be Respectful | Be Responsible | Be Safe |
|-----------------------------------|--|--|---|
| Hallway | <p>Follow adult directions</p> <p>Use quiet voices</p> <p>Hold door open for the person behind you</p> <p>Give others personal space</p> <p>Observe hallway decorations with your eyes</p> | <p>Keep hallways clean</p> <p>Keep lockers/ cubbies organized</p> <p>Go directly to your location</p> | <p>Walk</p> <p>Keep eyes forward</p> <p>Keep hands to yourself</p> <p>Stay to the right</p> <p>Allow others to pass</p> |
| Cafeteria | <p>Follow adult directions</p> <p>Wait your turn in the lunch line</p> <p>Use quiet voices</p> <p>Use your manners (please, thank you, etc)</p> | <p>Raise your hand if you need help</p> <p>Help clean up</p> <p>Discard trash in garbage can and silverware in return tray</p> | <p>Eat your own food</p> <p>Put unwanted food on giveaway tray</p> <p>Walk throughout cafeteria</p> <p>Stay seated</p> <p>Let an adult know if you need to leave the cafeteria</p> |
| Playground/Outside | <p>Take turns with (on) playground equipment</p> <p>Follow adult directions</p> <p>Include everyone</p> | <p>Keep the playground clean</p> <p>Line up at signal</p> | <p>Walk to and from playground and the annex</p> <p>Use crosswalks</p> <p>Stay within playground boundaries</p> <p>Use equipment as intended</p> <p>Leave stones, mulch and snow on the ground</p> <p>Be aware of your surroundings</p> |
| Restrooms | <p>Knock on stall doors</p> <p>Give others privacy</p> <p>Use quiet voices</p> | <p>Flush toilet after use</p> <p>Turn off faucets</p> <p>Dispose of trash in garbage can</p> <p>Return to room promptly</p> <p>Report problems to an adult</p> | <p>Keep feet on floor</p> <p>Keep water in sink</p> <p>Wash hands</p> |
| “Learning Areas” Classroom | <p>Follow classroom expectations and adult directions</p> <p>Take care of yourself</p> <p>Take care of others</p> | <p>Make the most of your learning time</p> <p>Take care of the space</p> | <p>Be aware of your surroundings</p> <p>Use equipment and tools as intended</p> |
| Technology | <p>Use equipment as intended</p> <p>Use kind words, actions when communicating with others via technology</p> | <p>Take care of your device</p> | <p>Be on appropriate/approved websites</p> <p>See something, say something to an adult</p> <p>Keep personal information private</p> |

| Expectation/Location | Be Respectful | Be Responsible | Be Safe |
|-----------------------------|--|--|---|
| Bus | <p>Follow adult directions</p> <p>Use polite language</p> <p>Use a quiet voice</p> <p>Give others personal space</p> | <p>Be on time</p> <p>Go directly to your bus at dismissal</p> <p>Take care of your belongings</p> <p>Keep your bus clean</p> | <p>Keep your body and belongings in your seat</p> <p>Stay seated</p> <p>Ask for help if needed</p> <p>Watch for the driver's signal before crossing</p> |

IMPORTANT NOTICE

PHOTOS AND VIDEOS

Each year many pictures are taken of our students. The photos and videos might be taken by the classroom teacher, local media, or a student teacher for his/her portfolio. These photos might be used on bulletin boards, in newsletters, or in our local news. The videos are usually used for a student teacher's requirements for certification by NYS. We recognize that some parents might not want their child to be in these photos/videos. (Please note that this does not include the school pictures that are taken annually and have a class composite with them.) **Please return the slip to your child's teacher if you do NOT want your child to participate in the outlined activities.** We will then take steps to avoid such situations.

REQUEST FOR CHILD TO NOT APPEAR IN SCHOOL PHOTOS/VIDEOS

_____ It is ok for my child to appear in any photos/videos taken at school.

_____ I **DO NOT** want my child to appear in any photos/videos taken at school.

Parent Signature

Child's Name_____

Child's Teacher_____

Date_____

**Please note that a new form must be submitted
each year.**

Promethean Boards through CDW-G**Capital Lease over 5 years**

| | | | |
|--|----|----------|-------------------|
| ActivPanel Titanium 70" | 35 | \$ 3,400 | \$ 119,000 |
| ActivPanel Titanium 75" | 10 | \$ 3,950 | \$ 39,500 |
| Chromebox | 3 | \$ 300 | \$ 900 |
| 5 year onsite warranty | 45 | \$ 125 | \$ 5,625 |
| Grand Total | | | \$ 165,025 |
| Amount per year capital lease(estimate) | | | \$ 36,306 |

| | | |
|---|--|--------------------|
| Year 1 Expense | | \$ 36,306 |
| Year 2 Expense | | \$ 36,306 |
| Year 3 Expense | | \$ 36,306 |
| Year 4 Expense | | \$ 36,306 |
| Year 5 Expense | | \$ 36,306 |
| Total Costs | | \$ 181,528 |
| Total Estimated Capital Lease Aid(see below) | | \$ 122,894 |
| Net Costs | | \$ 58,633 |
| Net Cost per board | | \$ 1,302.96 |

| Capital Lease Aid(Estimate) | Cost | BOCES Aid Ratio | Aid |
|------------------------------------|-------------|------------------------|----------------------|
| Year 1 | \$ 36,306 | 0.677 | \$ 24,578.82 |
| Year 2 | \$ 36,306 | 0.677 | \$ 24,578.82 |
| Year 3 | \$ 36,306 | 0.677 | \$ 24,578.82 |
| Year 4 | \$ 36,306 | 0.677 | \$ 24,578.82 |
| Year 5 | \$ 36,306 | 0.677 | \$ 24,578.82 |
| Total Aid Estimated | | | \$ 122,894.12 |

DERUYTER CENTRAL SCHOOL DIST
Exported on: 8/4/2020 at 9:16 AM

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020

| Account | Description | Budget | Adjustments | Adj. Budget | Expensed | Encumbered | Available |
|--------------------|----------------------------|---------------|--------------------|--------------------|-----------------|-------------------|------------------|
| A 1010.400-10-0100 | Contractual Expenditures | 10,000.00 | -1,500.00 | 8,500.00 | 5,094.97 | 0.00 | 3,405.03 |
| A 1010.400-10-0102 | Conferences/Workshops | 2,000.00 | 0.00 | 2,000.00 | 0.00 | 0.00 | 2,000.00 |
| A 1010.400-10-0103 | Dues & Memberships | 5,000.00 | -2,269.00 | 2,731.00 | 750.00 | 0.00 | 1,981.00 |
| A 1010.450-10-0104 | Materials & Supplies | 500.00 | 700.00 | 1,200.00 | 552.94 | 0.00 | 647.06 |
| A 1010.490-10-0000 | BOCES Services | 4,481.00 | 2,244.00 | 6,725.00 | 6,725.00 | 0.00 | 0.00 |
| A 1040.160-10-1001 | District Clerk Salary | 2,950.00 | 70.00 | 3,020.00 | 3,019.62 | 0.00 | 0.38 |
| A 1040.400-10-0100 | Contractual Expenditures | 725.00 | 615.00 | 1,340.00 | 480.00 | 0.00 | 860.00 |
| A 1040.400-10-0101 | Advertising | 2,500.00 | 957.00 | 3,457.00 | 961.25 | 1,165.49 | 1,330.26 |
| A 1240.150-10-1000 | Superintendent Salary | 139,050.00 | 5,794.00 | 144,844.00 | 144,843.80 | 0.00 | 0.20 |
| A 1240.160-10-1001 | Seceterial Salaries | 45,320.00 | 0.00 | 45,320.00 | 43,652.31 | 0.00 | 1,667.69 |
| A 1240.400-10-0100 | Contractual Expenditures | 8,280.00 | -1,987.00 | 6,293.00 | 1,713.01 | 0.00 | 4,579.99 |
| A 1240.400-10-0102 | Conferences/Workshops | 2,070.00 | 0.00 | 2,070.00 | 65.74 | 0.00 | 2,004.26 |
| A 1240.400-10-0103 | Dues & Memberships | 1,553.00 | 197.00 | 1,750.00 | 1,750.00 | 0.00 | 0.00 |
| A 1240.450-10-0104 | Materials & Supplies | 1,000.00 | 1,801.00 | 2,801.00 | 2,225.93 | 0.00 | 575.07 |
| A 1310.160-10-1002 | Non-Instructional Salaries | 19,400.00 | 0.00 | 19,400.00 | 19,211.63 | 0.00 | 188.37 |
| A 1310.400-10-0100 | Contractual Expenditures | 8,798.00 | 0.00 | 8,798.00 | 8,458.00 | 0.00 | 340.00 |
| A 1310.400-10-0101 | Advertising | 518.00 | 0.00 | 518.00 | 143.76 | 374.24 | 0.00 |
| A 1310.400-10-0102 | Conferences/Workshops | 518.00 | 462.00 | 980.00 | 917.16 | 0.00 | 62.84 |
| A 1310.400-10-0103 | Dues & Memberships | 518.00 | -100.00 | 418.00 | 397.77 | 0.00 | 20.23 |
| A 1310.400-10-0107 | Mileage | 207.00 | 200.00 | 407.00 | 203.00 | 97.90 | 106.10 |
| A 1310.450-10-0104 | Materials & Supplies | 1,000.00 | 0.00 | 1,000.00 | 106.37 | 0.00 | 893.63 |
| A 1310.490-10-0000 | BOCES Services | 168,280.00 | -4,354.00 | 163,926.00 | 142,930.00 | 0.00 | 20,996.00 |
| A 1320.400-10-0108 | Auditing Fee | 19,901.00 | 2,599.00 | 22,500.00 | 20,850.00 | 1,075.00 | 575.00 |
| A 1325.160-10-1003 | Treasurer Salary | 42,230.00 | 4,751.00 | 46,981.00 | 46,980.91 | 0.00 | 0.09 |
| A 1330.160-10-1005 | Tax Collectors Salary | 5,835.00 | 0.00 | 5,835.00 | 4,635.00 | 0.00 | 1,200.00 |
| A 1330.400-10-0100 | Contractual Expenditures | 3,672.00 | 1,193.00 | 4,865.00 | 3,925.27 | 0.00 | 939.73 |
| A 1420.400-10-0100 | Contractual Legal Service | 26,130.00 | 375.00 | 26,505.00 | 5,054.96 | 485.00 | 20,965.04 |
| A 1430.490-10-0000 | BOCES Services | 28,881.00 | 0.00 | 28,881.00 | 26,508.97 | 0.00 | 2,372.03 |
| A 1480.450-10-0104 | Materials & Supplies | 1,500.00 | 0.00 | 1,500.00 | 0.00 | 0.00 | 1,500.00 |
| A 1620.160-10-1006 | Custodian/Cleaner Salary | 163,027.00 | 0.00 | 163,027.00 | 162,645.82 | 0.00 | 381.18 |
| A 1620.160-10-1008 | Summer Workers Salary | 6,939.00 | 0.00 | 6,939.00 | 3,507.60 | 0.00 | 3,431.40 |
| A 1620.160-10-1009 | Substitutes Salaries | 5,623.00 | 0.00 | 5,623.00 | 4,161.30 | 0.00 | 1,461.70 |
| A 1620.161-10-1007 | Overtime Pay | 2,732.00 | 0.00 | 2,732.00 | 1,360.74 | 0.00 | 1,371.26 |

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| A 1620.200-10-1005 | Equipment | 5,000.00 | 32,997.75 | 37,997.75 | 32,997.75 | 0.00 | 5,000.00 |
| A 1620.400-10-0100 | Contractual Expenditures | 41,400.00 | 10,552.50 | 51,952.50 | 19,429.33 | 12,600.00 | 19,923.17 |
| A 1620.400-10-0109 | Natural Gas Service | 28,259.00 | 0.00 | 28,259.00 | 26,135.80 | 0.00 | 2,123.20 |
| A 1620.400-10-0110 | Electric Services | 50,320.00 | 0.00 | 50,320.00 | 40,122.04 | 0.00 | 10,197.96 |
| A 1620.400-10-0111 | Water Service | 2,970.00 | 0.00 | 2,970.00 | 2,067.40 | 347.60 | 555.00 |
| A 1620.400-10-0112 | Telephone Service | 3,788.00 | 0.00 | 3,788.00 | 2,961.14 | 0.00 | 826.86 |
| A 1620.450-10-0104 | Materials & Supplies | 20,000.00 | 12,733.00 | 32,733.00 | 17,764.49 | 12,332.00 | 2,636.51 |
| A 1620.490-10-0000 | BOCES Services | 55,620.00 | 222.00 | 55,842.00 | 55,421.94 | 0.00 | 420.06 |
| A 1621.160-10-1010 | Maint Supervisor Salary | 61,477.00 | 5,165.00 | 66,642.00 | 66,641.85 | 0.00 | 0.15 |
| A 1621.200-10-0105 | Equipment | 5,000.00 | 11,875.00 | 16,875.00 | 11,875.00 | 0.00 | 5,000.00 |
| A 1621.400-10-0100 | Contractual Expenditures | 56,925.00 | 4,703.04 | 61,628.04 | 37,340.85 | 2,650.00 | 21,637.19 |
| A 1621.400-10-0102 | Conferences/Workshops | 574.00 | 0.00 | 574.00 | 0.00 | 0.00 | 574.00 |
| A 1621.400-10-0113 | Comprsv Public Bldg Safety | 20,000.00 | 0.00 | 20,000.00 | 10,175.00 | 9,825.00 | 0.00 |
| A 1621.450-10-0104 | Materials & Supplies | 20,000.00 | 11,821.00 | 31,821.00 | 23,621.45 | 1,248.47 | 6,951.08 |
| A 1670.400-10-0100 | Contractual Expenditures | 29,110.00 | -16,562.00 | 12,548.00 | 9,801.16 | 2,100.97 | 645.87 |
| A 1670.450-10-0104 | Materials & Supplies | 7,500.00 | -890.00 | 6,610.00 | 231.00 | 0.00 | 6,379.00 |
| A 1670.490-10-0000 | BOCES Services | 47,781.00 | -19,781.00 | 28,000.00 | 20,377.48 | 0.00 | 7,622.52 |
| A 1910.400-10-0116 | Comprehensive Multi Pupil | 35,190.00 | 4,669.00 | 39,859.00 | 39,859.00 | 0.00 | 0.00 |
| A 1910.400-10-0117 | Commercial Umbrella | 10,000.00 | 1,613.00 | 11,613.00 | 11,613.00 | 0.00 | 0.00 |
| A 1910.400-10-0119 | Student Accident | 8,000.00 | -723.00 | 7,277.00 | 7,276.32 | 0.00 | 0.68 |
| A 1981.490-10-0000 | BOCES Services | 35,186.00 | 5,860.00 | 41,046.00 | 41,045.03 | 0.00 | 0.97 |
| A 2010.150-10-1012 | Instructional Salaries | 0.00 | 190.00 | 190.00 | 190.00 | 0.00 | 0.00 |
| A 2020.150-20-1004 | Elementary Princpl Salary | 95,018.00 | 3,654.00 | 98,672.00 | 98,672.00 | 0.00 | 0.00 |
| A 2020.150-30-1004 | Secondary Princpl Salary | 95,017.00 | 3,655.00 | 98,672.00 | 98,672.00 | 0.00 | 0.00 |
| A 2020.160-20-1001 | Clerical Salary-Elem | 34,054.00 | 0.00 | 34,054.00 | 33,723.94 | 0.00 | 330.06 |
| A 2020.160-30-1001 | Clerical Salary-Secondary | 0.00 | 6,180.00 | 6,180.00 | 6,180.00 | 0.00 | 0.00 |
| A 2020.400-30-0100 | Contractual- Secondary | 4,751.00 | -3,090.00 | 1,661.00 | 0.00 | 0.00 | 1,661.00 |
| A 2020.400-30-0102 | Conferences/Workshops Sec | 4,158.00 | 0.00 | 4,158.00 | 0.00 | 0.00 | 4,158.00 |
| A 2020.400-30-0103 | Dues & Memberships Sec | 2,970.00 | 0.00 | 2,970.00 | 1,125.00 | 0.00 | 1,845.00 |
| A 2020.400-30-0121 | Assemblies Secondary | 1,781.00 | 0.00 | 1,781.00 | 0.00 | 0.00 | 1,781.00 |
| A 2020.450-20-0104 | Materials & Supplies Elem | 750.00 | 567.00 | 1,317.00 | 623.11 | 692.98 | 0.91 |
| A 2020.450-30-0104 | Materials & Supplies Secn | 750.00 | 0.00 | 750.00 | 107.41 | 16.18 | 626.41 |
| A 2070.150-10-1012 | Instructional Salaries | 15,450.00 | 0.00 | 15,450.00 | 8,220.00 | 0.00 | 7,230.00 |
| A 2070.400-10-0100 | Contractual Expenditures | 7,245.00 | 0.00 | 7,245.00 | 264.00 | 0.00 | 6,981.00 |
| A 2070.400-10-0102 | Conferences/Workshops | 10,350.00 | 0.00 | 10,350.00 | 4,668.10 | 1,328.97 | 4,352.93 |
| A 2070.490-10-0000 | BOCES Services | 25,537.00 | 32,407.00 | 57,944.00 | 57,943.50 | 0.00 | 0.50 |
| A 2110.140-10-1009 | Substitutes Salaries | 108,150.00 | -32,406.00 | 75,744.00 | 75,743.78 | 0.00 | 0.22 |
| A 2110.140-10-1018 | Tutoring | 15,450.00 | 0.00 | 15,450.00 | 8,696.13 | 0.00 | 6,753.87 |
| A 2110.140-10-1019 | Summer Grant Work | 0.00 | 1,000.00 | 1,000.00 | 1,000.00 | 0.00 | 0.00 |

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| A 2110.150-20-1013 | Instructional Salary K-6 | 1,112,950.00 | -40,684.00 | 1,072,266.00 | 1,063,363.48 | 0.00 | 8,902.52 |
| A 2110.150-20-1017 | Instructional Kind Screen | 1,648.00 | 0.00 | 1,648.00 | 0.00 | 0.00 | 1,648.00 |
| A 2110.150-30-1015 | Instructional Salary 7-12 | 1,164,290.00 | 17,367.00 | 1,181,657.00 | 1,168,526.15 | 0.00 | 13,130.85 |
| A 2110.160-10-1033 | Noninstructional Salaries | 19,026.00 | 0.00 | 19,026.00 | 17,178.00 | 0.00 | 1,848.00 |
| A 2110.160-20-1011 | Noninstructional K-6 | 0.00 | 80,992.00 | 80,992.00 | 80,991.79 | 0.00 | 0.21 |
| A 2110.160-30-1011 | Noninstructional 7-12 | 0.00 | 21,619.00 | 21,619.00 | 21,618.77 | 0.00 | 0.23 |
| A 2110.400-10-0100 | Contractual Expenditures | 6,321.00 | 0.00 | 6,321.00 | 2,500.12 | 73.33 | 3,747.55 |
| A 2110.400-10-0107 | Mileage | 2,357.00 | 409.00 | 2,766.00 | 2,469.06 | 0.00 | 296.94 |
| A 2110.400-10-0123 | Tuition | 55,283.00 | -41,049.00 | 14,234.00 | 11,861.65 | 0.00 | 2,372.35 |
| A 2110.400-10-0124 | Repairs District | 1,071.00 | -205.00 | 866.00 | 0.00 | 0.00 | 866.00 |
| A 2110.400-10-0154 | Fingerprinting | 2,679.00 | 0.00 | 2,679.00 | 822.00 | 0.00 | 1,857.00 |
| A 2110.400-30-0031 | Repairs Music | 1,607.00 | 205.00 | 1,812.00 | 1,490.00 | 0.00 | 322.00 |
| A 2110.400-30-0102 | Conferences/Workshop Sec | 1,607.00 | 0.00 | 1,607.00 | 395.00 | 0.00 | 1,212.00 |
| A 2110.400-30-0103 | Dues & Memberships Sec | 2,357.00 | 0.00 | 2,357.00 | 918.00 | 0.00 | 1,439.00 |
| A 2110.450-10-0104 | Materials & Supplies K-12 | 29,750.00 | 13,606.04 | 43,356.04 | 26,747.65 | 8,035.33 | 8,573.06 |
| A 2110.450-10-1019 | Material/Supply Grant Wk | 7,500.00 | -7,398.00 | 102.00 | 101.47 | 0.00 | 0.53 |
| A 2110.450-20-0021 | Materials & Supplies Gr 1 | 350.00 | 0.00 | 350.00 | 169.93 | 0.00 | 180.07 |
| A 2110.450-20-0022 | Materials & Supplies Gr 2 | 350.00 | 39.00 | 389.00 | 329.55 | 57.95 | 1.50 |
| A 2110.450-20-0023 | Materials & Supplies Gr 3 | 350.00 | 184.00 | 534.00 | 328.57 | 184.51 | 20.92 |
| A 2110.450-20-0024 | Materials & Supplies Gr 4 | 350.00 | 23.00 | 373.00 | 229.87 | 109.55 | 33.58 |
| A 2110.450-20-0025 | Materials & Supplies Gr 5 | 350.00 | 324.00 | 674.00 | 319.83 | 276.50 | 77.67 |
| A 2110.450-20-0026 | Materials & Supplies Gr 6 | 350.00 | 248.00 | 598.00 | 597.28 | 0.00 | 0.72 |
| A 2110.450-20-0028 | Material/Supply Kindergnt | 350.00 | 163.00 | 513.00 | 321.45 | 146.91 | 44.64 |
| A 2110.450-20-0029 | Material/Supply Elem Art | 1,250.00 | 412.00 | 1,662.00 | 1,661.61 | 0.00 | 0.39 |
| A 2110.450-20-0032 | Material/Supply Phys Ed | 1,750.00 | 1,576.00 | 3,326.00 | 1,836.11 | 1,434.70 | 55.19 |
| A 2110.450-20-1017 | Material/Supply Diag Scrn | 500.00 | 0.00 | 500.00 | 0.00 | 0.00 | 500.00 |
| A 2110.450-30-0030 | Material/Supply Art | 1,250.00 | 0.00 | 1,250.00 | 1,072.35 | 0.00 | 177.65 |
| A 2110.450-30-0031 | Material/Supply Music | 750.00 | 256.00 | 1,006.00 | 1,005.01 | 0.00 | 0.99 |
| A 2110.450-30-0033 | Material/Supply Home Ec | 750.00 | 0.00 | 750.00 | 370.80 | 0.00 | 379.20 |
| A 2110.450-30-0034 | Material/Supply Science | 1,750.00 | 0.00 | 1,750.00 | 1,016.24 | 0.00 | 733.76 |
| A 2110.450-30-0035 | Materials & Supplies SS | 750.00 | 0.00 | 750.00 | 368.81 | 0.00 | 381.19 |
| A 2110.450-30-0036 | Material/Supply English | 750.00 | 0.00 | 750.00 | 446.16 | 0.00 | 303.84 |
| A 2110.450-30-0037 | Material/Supply Math | 750.00 | 0.00 | 750.00 | 524.19 | 0.00 | 225.81 |
| A 2110.450-30-0038 | Material/Supply Forgn Lan | 350.00 | 0.00 | 350.00 | 0.00 | 0.00 | 350.00 |
| A 2110.450-30-0039 | Material/Supply Busin Ed | 350.00 | 281.00 | 631.00 | 630.58 | 0.00 | 0.42 |
| A 2110.450-30-0040 | Materials/Supply Health | 350.00 | 0.00 | 350.00 | 0.00 | 0.00 | 350.00 |
| A 2110.480-20-0127 | Textbooks Elementary | 15,000.00 | 0.00 | 15,000.00 | 2,914.01 | 361.02 | 11,724.97 |
| A 2110.480-30-0127 | Textbooks Secondary | 15,000.00 | 888.00 | 15,888.00 | 11,911.05 | 1,755.22 | 2,221.73 |
| A 2110.490-10-0000 | BOCES Services | 219,381.00 | 0.00 | 219,381.00 | 208,812.01 | 0.00 | 10,568.99 |

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| A 2250.140-10-1018 | Tutoring | 0.00 | 110.00 | 110.00 | 109.87 | 0.00 | 0.13 |
| A 2250.150-10-1013 | Instructional Salaries | 446,691.00 | -47,363.00 | 399,328.00 | 324,497.97 | 0.00 | 74,830.03 |
| A 2250.150-10-1020 | Instructional CSE Chair | 87,550.00 | 3,368.00 | 90,918.00 | 90,917.30 | 0.00 | 0.70 |
| A 2250.160-10-1011 | Noninstructional Salaries | 416,839.00 | -108,704.00 | 308,135.00 | 308,134.24 | 0.00 | 0.76 |
| A 2250.200-10-0105 | Equipment | 4,000.00 | 0.00 | 4,000.00 | 0.00 | 0.00 | 4,000.00 |
| A 2250.400-10-0100 | Contractual Expenditures | 8,570.00 | 0.00 | 8,570.00 | 3,732.60 | 0.00 | 4,837.40 |
| A 2250.400-10-0123 | Tuition | 108,917.00 | -107,128.00 | 1,789.00 | 1,788.06 | 0.00 | 0.94 |
| A 2250.450-10-0104 | Materials & Supplies | 3,000.00 | 0.00 | 3,000.00 | 1,703.79 | 617.55 | 678.66 |
| A 2250.480-10-0127 | Textbooks Special Ed | 2,000.00 | 0.00 | 2,000.00 | 0.00 | 0.00 | 2,000.00 |
| A 2250.490-10-0000 | BOCES Services | 305,500.00 | 0.00 | 305,500.00 | 174,114.33 | 0.00 | 131,385.67 |
| A 2280.150-30-1015 | Instructional Salary | 51,739.00 | 0.00 | 51,739.00 | 47,268.05 | 0.00 | 4,470.95 |
| A 2280.200-30-0105 | Equipment | 1,000.00 | 0.00 | 1,000.00 | 0.00 | 0.00 | 1,000.00 |
| A 2280.400-30-0100 | Contractual Expenditures | 911.00 | 0.00 | 911.00 | 0.00 | 0.00 | 911.00 |
| A 2280.450-30-0104 | Materials & Supplies | 2,000.00 | 0.00 | 2,000.00 | 1,845.65 | 0.00 | 154.35 |
| A 2280.490-10-0000 | BOCES Services | 287,100.00 | -56,503.00 | 230,597.00 | 217,575.00 | 0.00 | 13,022.00 |
| A 2330.400-20-0125 | Field Trips Admissions | 0.00 | 0.00 | 0.00 | -7,766.00 | 0.00 | 7,766.00 |
| A 2330.490-10-0000 | BOCES Services | 25,133.00 | 17,337.00 | 42,470.00 | 28,086.00 | 0.00 | 14,384.00 |
| A 2610.150-10-1012 | Instructional Salaries | 50,636.00 | 3,546.00 | 54,182.00 | 54,181.44 | 0.00 | 0.56 |
| A 2610.160-10-1011 | Noninstructional Salaries | 21,981.00 | 0.00 | 21,981.00 | 19,591.63 | 0.00 | 2,389.37 |
| A 2610.400-10-0100 | Contractual Expenditures | 268.00 | 0.00 | 268.00 | 0.00 | 0.00 | 268.00 |
| A 2610.450-10-0104 | Materials & Supplies Lib | 500.00 | 8.00 | 508.00 | 503.40 | 0.00 | 4.60 |
| A 2610.450-10-0128 | Periodicals | 2,500.00 | 1,846.30 | 4,346.30 | 4,328.29 | 0.00 | 18.01 |
| A 2610.450-10-0129 | Library Books | 4,000.00 | 0.00 | 4,000.00 | 4,000.00 | 0.00 | 0.00 |
| A 2610.490-10-0000 | BOCES Services | 28,139.00 | -8,141.00 | 19,998.00 | 19,997.80 | 0.00 | 0.20 |
| A 2630.160-10-1021 | Noninstructional Salaries | 57,075.00 | 0.00 | 57,075.00 | 50,628.61 | 0.00 | 6,446.39 |
| A 2630.200-10-0105 | Equipment | 15,000.00 | 49,055.00 | 64,055.00 | 13,200.80 | 50,854.00 | 0.20 |
| A 2630.400-10-0100 | Contractual Expenditures | 0.00 | 250.00 | 250.00 | 250.00 | 0.00 | 0.00 |
| A 2630.450-10-0104 | Materials & Supplies | 9,000.00 | 432.30 | 9,432.30 | 7,871.74 | 160.00 | 1,400.56 |
| A 2630.460-20-0130 | Computer Software-Elem | 6,500.00 | 2,554.00 | 9,054.00 | 8,603.50 | 450.00 | 0.50 |
| A 2630.460-30-0130 | Computer Software-Sec | 6,500.00 | 5,851.00 | 12,351.00 | 12,350.06 | 0.00 | 0.94 |
| A 2630.490-10-0000 | BOCES Services | 168,007.00 | -4,500.00 | 163,507.00 | 158,291.39 | 0.00 | 5,215.61 |
| A 2810.150-10-1012 | Instructional Salaries | 135,960.00 | -11,730.00 | 124,230.00 | 124,229.73 | 0.00 | 0.27 |
| A 2810.160-10-1001 | Noninstructional Salary | 32,703.00 | 0.00 | 32,703.00 | 32,385.31 | 0.00 | 317.69 |
| A 2810.400-10-0100 | Contractual Expenditures | 911.00 | 0.00 | 911.00 | 0.00 | 0.00 | 911.00 |
| A 2810.400-10-0102 | Conferences/Workshops | 911.00 | 0.00 | 911.00 | 0.00 | 0.00 | 911.00 |
| A 2810.400-10-0103 | Dues & Memberships | 160.00 | 0.00 | 160.00 | 0.00 | 0.00 | 160.00 |
| A 2810.450-10-0104 | Materials & Supplies | 1,000.00 | 193.00 | 1,193.00 | 956.98 | 220.20 | 15.82 |
| A 2815.150-10-1022 | Nurse Salary | 39,915.00 | 0.00 | 39,915.00 | 34,527.72 | 0.00 | 5,387.28 |
| A 2815.200-10-0105 | Equipment | 2,000.00 | 0.00 | 2,000.00 | 0.00 | 0.00 | 2,000.00 |

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| A 2815.400-10-0100 | Contractual Expenditures | 11,783.00 | 0.00 | 11,783.00 | 0.00 | 0.00 | 11,783.00 |
| A 2815.400-10-0102 | Conferences/Workshops | 1,071.00 | 0.00 | 1,071.00 | 0.00 | 0.00 | 1,071.00 |
| A 2815.400-10-0103 | Dues & Memberships | 268.00 | 0.00 | 268.00 | 0.00 | 0.00 | 268.00 |
| A 2815.450-10-0104 | Materials & Supplies | 2,000.00 | 0.00 | 2,000.00 | 1,370.62 | 0.00 | 629.38 |
| A 2850.150-10-1012 | Instructional Salaries | 39,140.00 | 305.00 | 39,445.00 | 39,444.91 | 0.00 | 0.09 |
| A 2850.160-10-1011 | Noninstructional Salaries | 5,150.00 | 1,201.00 | 6,351.00 | 6,350.81 | 0.00 | 0.19 |
| A 2850.400-10-0100 | Contractual Expenditures | 1,607.00 | 0.00 | 1,607.00 | 1,500.00 | 0.00 | 107.00 |
| A 2850.450-10-0104 | Materials & Supplies | 300.00 | 0.00 | 300.00 | 0.00 | 0.00 | 300.00 |
| A 2855.150-10-1012 | Instructional Salaries | 82,400.00 | -24,143.00 | 58,257.00 | 58,256.44 | 0.00 | 0.56 |
| A 2855.160-10-1011 | Noninstructional Salaries | 3,183.00 | 0.00 | 3,183.00 | 0.00 | 0.00 | 3,183.00 |
| A 2855.200-10-0105 | Equipment | 2,500.00 | 0.00 | 2,500.00 | 732.72 | 1,637.39 | 129.89 |
| A 2855.400-10-0100 | Contractual Expenditures | 5,892.00 | 0.00 | 5,892.00 | 1,342.26 | 0.00 | 4,549.74 |
| A 2855.400-10-0103 | Dues & Memberships | 3,482.00 | 283.00 | 3,765.00 | 2,915.00 | 0.00 | 850.00 |
| A 2855.400-10-0132 | Officials | 27,317.00 | -12,263.00 | 15,054.00 | 15,053.91 | 0.00 | 0.09 |
| A 2855.400-10-0133 | Score/Time Keepers | 2,357.00 | 93.00 | 2,450.00 | 1,280.00 | 850.00 | 320.00 |
| A 2855.400-10-0134 | Section Play Fees | 1,179.00 | 1,546.00 | 2,725.00 | 125.00 | 0.00 | 2,600.00 |
| A 2855.450-10-0104 | Materials & Supplies | 3,250.00 | 5,900.00 | 9,150.00 | 6,059.23 | 0.00 | 3,090.77 |
| A 5510.160-10-1009 | Substitutes Bus Drivers | 7,103.00 | 0.00 | 7,103.00 | 2,380.00 | 0.00 | 4,723.00 |
| A 5510.160-10-1023 | Bus Driver Salaries | 235,307.00 | -57,083.00 | 178,224.00 | 178,223.30 | 0.00 | 0.70 |
| A 5510.160-10-1024 | After School Trips Salary | 7,103.00 | 0.00 | 7,103.00 | 4,156.76 | 0.00 | 2,946.24 |
| A 5510.160-10-1025 | Field Trips Salary | 7,210.00 | 0.00 | 7,210.00 | 6,961.74 | 0.00 | 248.26 |
| A 5510.160-10-1026 | Athletic Trip Salaries | 14,206.00 | 0.00 | 14,206.00 | 10,134.00 | 0.00 | 4,072.00 |
| A 5510.160-10-1027 | Summer Trip Salaries | 12,020.00 | 0.00 | 12,020.00 | 9,127.86 | 0.00 | 2,892.14 |
| A 5510.160-10-1028 | Bus Monitor Salaries | 22,318.00 | -20,834.00 | 1,484.00 | 1,483.88 | 0.00 | 0.12 |
| A 5510.160-10-1029 | BOCES Run Salaries | 57,617.00 | 236.00 | 57,853.00 | 57,852.43 | 0.00 | 0.57 |
| A 5510.161-10-1007 | Overtime Pay | 6,010.00 | 0.00 | 6,010.00 | 5,293.12 | 0.00 | 716.88 |
| A 5510.200-10-0105 | Equipment | 0.00 | 42,345.04 | 42,345.04 | 42,345.04 | 0.00 | 0.00 |
| A 5510.400-10-0100 | Contractual Expenditures | 14,253.00 | 2,010.00 | 16,263.00 | 10,589.58 | 4,250.00 | 1,423.42 |
| A 5510.400-10-0135 | Bus Fleet Insurance | 19,004.00 | -2,010.00 | 16,994.00 | 14,136.00 | 0.00 | 2,858.00 |
| A 5510.400-10-0136 | Workers Comp Insurance | 42,080.00 | 0.00 | 42,080.00 | 42,080.00 | 0.00 | 0.00 |
| A 5510.400-10-0152 | Meal Allowance | 2,375.00 | 2,000.00 | 4,375.00 | 1,474.00 | 0.00 | 2,901.00 |
| A 5510.400-10-0154 | Fingerprints | 1,071.00 | 0.00 | 1,071.00 | 135.00 | 0.00 | 936.00 |
| A 5510.450-10-0104 | Materials & Supplies | 2,500.00 | 0.00 | 2,500.00 | 96.18 | 0.00 | 2,403.82 |
| A 5510.450-10-0137 | Bus Parts | 15,000.00 | -2,000.00 | 13,000.00 | 6,841.49 | 698.99 | 5,459.52 |
| A 5510.450-10-0138 | Gasoline & Diesel Fuel | 65,000.00 | -2,970.00 | 62,030.00 | 22,970.19 | 1,000.00 | 38,059.81 |
| A 5510.450-10-0139 | Oil | 2,750.00 | 0.00 | 2,750.00 | 112.25 | 0.00 | 2,637.75 |
| A 5510.450-10-0140 | Tires | 2,500.00 | 0.00 | 2,500.00 | 1,315.08 | 0.00 | 1,184.92 |
| A 5510.490-10-0000 | BOCES Services | 4,728.00 | 0.00 | 4,728.00 | 2,643.00 | 0.00 | 2,085.00 |
| A 5530.160-10-1030 | Mechanics Salaries | 48,957.00 | 20,790.00 | 69,747.00 | 69,746.62 | 0.00 | 0.38 |

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| A 5530.161-10-1007 | Overtime Pay | 656.00 | 0.00 | 656.00 | 0.00 | 0.00 | 656.00 |
| A 5530.200-10-0105 | Equipment | 2,000.00 | 0.00 | 2,000.00 | 0.00 | 0.00 | 2,000.00 |
| A 5530.400-10-0100 | Contractual Expenditures | 10,712.00 | 0.00 | 10,712.00 | 7,667.43 | 0.00 | 3,044.57 |
| A 5530.400-10-0102 | Conferences/Workshops | 1,071.00 | 0.00 | 1,071.00 | 0.00 | 0.00 | 1,071.00 |
| A 5530.400-10-0103 | Dues & Memberships | 237.00 | 0.00 | 237.00 | 0.00 | 0.00 | 237.00 |
| A 5530.400-10-0109 | Natural Gas Service | 12,049.00 | 4,692.00 | 16,741.00 | 7,024.20 | 0.00 | 9,716.80 |
| A 5530.400-10-0110 | Electric Services | 24,098.00 | 6,867.00 | 30,965.00 | 10,386.06 | 0.00 | 20,578.94 |
| A 5530.400-10-0111 | Water Service | 713.00 | 0.00 | 713.00 | 266.39 | 83.61 | 363.00 |
| A 5530.450-10-0104 | Materials & Supplies | 2,500.00 | 0.00 | 2,500.00 | 0.00 | 0.00 | 2,500.00 |
| A 7140.400-10-0155 | Summer Rec Program | 17,500.00 | 0.00 | 17,500.00 | 17,500.00 | 0.00 | 0.00 |
| A 8060.400-10-0156 | DeRuyter Free Library | 39,331.00 | 0.00 | 39,331.00 | 39,331.00 | 0.00 | 0.00 |
| A 9010.800-10-0141 | NYS Employees Retirement | 169,181.00 | 128,718.00 | 297,899.00 | 124,868.41 | 0.00 | 173,030.59 |
| A 9020.800-10-0142 | NYS Teachers Retirement | 371,104.00 | 0.00 | 371,104.00 | 321,919.79 | 0.00 | 49,184.21 |
| A 9030.800-10-0143 | Social Security/Medicare | 364,054.00 | 0.00 | 364,054.00 | 356,642.07 | 0.00 | 7,411.93 |
| A 9040.800-10-0136 | Workers Comp Insurance | 41,038.00 | 0.00 | 41,038.00 | 41,038.00 | 0.00 | 0.00 |
| A 9045.800-10-0144 | Life Insurance | 2,679.00 | 0.00 | 2,679.00 | 1,836.45 | 263.55 | 579.00 |
| A 9050.800-10-0145 | Unemployment Insurance | 10,350.00 | 0.00 | 10,350.00 | 5,439.32 | 4,560.68 | 350.00 |
| A 9060.800-10-0146 | Retiree Srv Cr/Sick Time | 0.00 | 47,363.00 | 47,363.00 | 47,362.50 | 0.00 | 0.50 |
| A 9060.800-10-0147 | Health & Dental Ins | 1,335,085.00 | 0.00 | 1,335,085.00 | 1,241,130.18 | 0.00 | 93,954.82 |
| A 9760.700-10-0100 | RAN INTEREST | 48,000.00 | -48,000.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| A 9901.950-10-0149 | Special Aid Fund | 3,350.00 | 148,401.00 | 151,751.00 | 43,564.20 | 0.00 | 108,186.80 |
| A 9901.960-10-0150 | Transfer-Debt Srv Fund | 504,000.00 | -13,641.00 | 490,359.00 | 490,358.70 | 0.00 | 0.30 |
| A 9950.900-10-0151 | Transfer to Capital Funds | 300,000.00 | 0.00 | 300,000.00 | 300,000.00 | 0.00 | 0.00 |
| A 9999.930-10-0000 | Transfer to School Lunch | 75,000.00 | 0.00 | 75,000.00 | 34,140.09 | 0.00 | 40,859.91 |
| | Fund A Totals | 10,819,561.00 | 107,703.97 | 10,927,264.97 | 9,623,175.85 | 124,420.79 | 1,179,668.33 |
| | District Wide Totals | 10,819,561.00 | 107,703.97 | 10,927,264.97 | 9,623,175.85 | 124,420.79 | 1,179,668.33 |
| | Grand Totals | 10,819,561.00 | 107,703.97 | 10,927,264.97 | 9,623,175.85 | 124,420.79 | 1,179,668.33 |

DERUYTER CENTRAL SCHOOL DIST
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Revenue Status Report From 7/1/2019 To 6/30/2020

| Account | Description | Budget | Adjustments | Revised Budget | Revenue Earned | Unearned Revenue |
|------------|--------------------------------|----------------------|-------------|----------------------|----------------------|-------------------|
| A 1001 | Real Property Taxes | 3,597,200.00 | 0.00 | 3,597,200.00 | 3,752,281.78 | -155,081.78 |
| A 1001.001 | Library & Swim Program | 56,831.00 | 0.00 | 56,831.00 | 0.00 | 56,831.00 |
| A 1040 | App. of Planned Bal.(NonCity) | 233,879.00 | 0.00 | 233,879.00 | 0.00 | 233,879.00 |
| A 1085 | STAR Reimbursement | 458,345.00 | 0.00 | 458,345.00 | 365,891.23 | 92,453.77 |
| A 1090 | Int. & Penal. on Real Prop.Tax | 3,500.00 | 0.00 | 3,500.00 | 0.00 | 3,500.00 |
| A 1410 | Admissions (from Individuals) | 100.00 | 0.00 | 100.00 | 0.00 | 100.00 |
| A 1489 | Other Charges-Services (Indivi | 18,995.00 | 0.00 | 18,995.00 | 0.00 | 18,995.00 |
| A 2230 | Day School Tuit-Oth Dist. NYS | 0.00 | 0.00 | 0.00 | 3,739.00 | -3,739.00 |
| A 2308 | Trans for BOCES-Shuttle Svs | 46,520.00 | 0.00 | 46,520.00 | 14,020.88 | 32,499.12 |
| A 2701 | Refund PY Exp-BOCES Aided Srvc | 41,905.00 | 0.00 | 41,905.00 | 94,500.23 | -52,595.23 |
| A 2703 | Refund PY Exp-Other-Not Trans | 0.00 | 0.00 | 0.00 | 4,132.23 | -4,132.23 |
| A 2705 | Gifts and Donations | 0.00 | 0.00 | 0.00 | 1,552.00 | -1,552.00 |
| A 2770 | Other Unclassified Rev.(Spec) | 31,000.00 | 0.00 | 31,000.00 | 3,848.76 | 27,151.24 |
| A 3101 | Basic Formula Aid-Gen Aids (Ex | 4,543,519.00 | 0.00 | 4,543,519.00 | 4,797,789.44 | -254,270.44 |
| A 3101.001 | Basic Formula-Excess Cost Aid | 567,018.00 | 0.00 | 567,018.00 | 455,711.00 | 111,307.00 |
| A 3101.002 | Basic Formula NYS Medicaid | 0.00 | 0.00 | 0.00 | 9,687.60 | -9,687.60 |
| A 3102 | Lottery Aid (Sect 3609a Ed Law | 676,260.00 | 0.00 | 676,260.00 | 710,612.21 | -34,352.21 |
| A 3103 | BOCES Aid (Sect 3609a Ed Law) | 492,935.00 | 0.00 | 492,935.00 | 146,767.50 | 346,167.50 |
| A 3260 | Textbook Aid (Incl Txbk/Lott) | 21,732.00 | 0.00 | 21,732.00 | 14,792.00 | 6,940.00 |
| A 3262 | Computer Software Aid | 4,800.00 | 0.00 | 4,800.00 | 5,079.00 | -279.00 |
| A 3263 | Library A/V Loan Program Aid | 1,800.00 | 0.00 | 1,800.00 | 2,118.00 | -318.00 |
| A 3264 | Hardware Aid | 5,722.00 | 0.00 | 5,722.00 | 5,464.00 | 258.00 |
| A 4289 | Other Federal Aid (Specify) | 0.00 | 0.00 | 0.00 | 11,597.00 | -11,597.00 |
| A 4601 | Medic.Ass't-Sch Age-Sch Yr Pro | 17,500.00 | 0.00 | 17,500.00 | 9,687.62 | 7,812.38 |
| | A Totals: | 10,819,561.00 | 0.00 | 10,819,561.00 | 10,409,271.48 | 410,289.52 |
| | Grand Totals: | 10,819,561.00 | 0.00 | 10,819,561.00 | 10,409,271.48 | 410,289.52 |

| | |
|------------------------------------|---------------|
| Total Estimated Revenues 2019-2020 | 10,409,271.00 |
| Total Estimated Expenses 2019-2020 | 9,623,176.00 |

| | |
|--|------------|
| Net Amount to Add (Subtract) from Fund Balances/Reserves | 786,095.00 |
|--|------------|

| | 6/30/2018 | 6/30/2019 | Notes |
|---|--------------|--------------|--|
| Repair Reserve | 69,689.00 | 69,689.00 | No Change |
| Unemployment Reserve | 27,599.00 | 27,599.00 | No Change |
| Transportation(Capital) Reserve | 944.00 | 944.00 | No Change |
| Insurance Reserve | 173,275.00 | 300,000.00 | Fund reserve for potential issues that might not be covered by insurance(COVID-19) |
| Retirement Reserve | 602,046.00 | 942,787.00 | 4.25 times budgeted ERS, 2% of TRS Salaries final amount from 2019-20(estimated max added to 2018-19 allocation) |
| Nonspendable(C Fund Deficit) | 8,470.00 | 8,470.00 | No Change |
| Allocated Fund Balance | 233,879.00 | 515,791.00 | Amount from Budget Estimates |
| Encumbrance Allocated Fund Balance | 107,704.00 | 124,421.00 | Amount of encumbrances as of 07/25/19 |
| Unallocated Unencumbered Fund Balance** | 432,000.00 | 452,000.00 | Result of Total minus All Other Fund Balances and Reserves |
| Total Reserves and Fund Balances | 1,655,606.00 | 2,441,701.00 | |