

Harpursville
Jr/Sr High School
STUDENT
Handbook
2024- 2025



Mrs. Kristine Conrow, Jr/Sr High School Principal

HARPURSVILLE CENTRAL SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Harpursville Central School is to develop life-long learners who believe, are empowered, and engaged to achieve their goals.

VISION

We will develop students who believe they are capable, creative and important; are empowered to promote positivity and take ownership in their education; are engaged citizens in our school community to achieve their goals, alongside staff members, the community and their peers.

CORE BELIEFS

1. Students are our first priority.
2. Students and staff deserve a safe, positive, and supportive environment.
3. We will act with integrity and respect, value diversity, and preserve the dignity of each person.
4. We value the partnerships among students, staff, parents and the community.
5. All students have the ability to learn and will be successful.
6. We will never give up on any student.



Harpursville Central School District

Plain Language Code of Conduct

First Reading: July 9, 2012
Second Reading: August 20, 2012
Third Reading & Adoption: September 17, 2012
First Amendment, First Reading: August 1, 2013
First Amendment, Second Reading & Adoption: August 19, 2013
Revised Dress Code: April 2018

Harpursville Central School

CODE OF CONDUCT

PLAIN LANGUAGE VERSION


Student Dress Code

All students are expected to follow the dress code at school and at school functions. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students to develop understanding of appropriate appearance in the school setting.

The administration will do everything in their power to enforce the dress code with as little to no disruption to student's class time. All students dress, grooming and appearance, including hair style, jewelry, make-up, and nails shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. All clothing should not expose any body parts (while sitting or standing), such as side, chest, stomach, back and rear-end. All shirts must have at least one strap covering each shoulder, including bra/bra-straps. Camisoles should not be worn by themselves; another garment should be worn with them.
3. The following will not be tolerated: a plunging neckline (front or back), crop tops, see-through garments (unless also worn with a non-see-through garment).
4. Students must wear footwear at all times, lack of shoes is considered a safety issue (bare feet, or socks).
5. Any headwear may not be worn in the building except for a medical or religious purpose. All hats should be left in the student's locker. Headbands are not considered headwear and will be allowed.
6. Any spiked jewelry or collars are not to be worn.
7. Items (clothing and/or jewelry) that are vulgar, obscene, and are vilifying or degrading of others on account of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and/or sex will not be tolerated.
8. Items (clothing and/or jewelry) should not promote and/or endorse the use of alcohol, tobacco, illegal drugs, or violent activities, vulgar language on your clothing or jewelry will not be tolerated. Students should not wear any type of costume (clothing, headwear, masks, or face paints), unless given specific permission from an administrator.

Each building principal or his or her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, 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.

Item/Description	Acceptable	Unacceptable
Shorts/dresses/skirts <ul style="list-style-type: none"> ■ Cannot expose your rear-end when standing or sitting Pants <ul style="list-style-type: none"> ■ No baggy pants 		
Shirts <ul style="list-style-type: none"> ■ No plunging neck lines <ul style="list-style-type: none"> - Must cover bra and bra straps - No bare waist, stomach, chest, back or side ■ Must have one strap on each shoulder 		
Accessories <ul style="list-style-type: none"> ■ No face paint ■ No spikes ■ Hats must be in your locker at all times 		
Shoes <ul style="list-style-type: none"> ■ Heels must be less than 4" ■ No slippers 		

Prohibited Student Conduct

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

1. Disorderly, that is:
 - a. fighting, assaulting or behaving violently,
 - b. threatening another with bodily harm,
 - c. harassment, bullying, or intimidating students, school personnel or visitors (see also Anti-Bullying/Harassment, Hazing and Sexual Harassment policies),
 - d. making unreasonable noise,
 - e. being untruthful with school personnel or making false reports,
 - f. possessing electronic devices such as, but not limited to: video/audio players & recorders, remote controls, electronic games, beepers, pagers, cellular phones,
 - g. obstructing vehicular or pedestrian traffic,
 - h. driving recklessly,
 - i. creating a hazardous or physically offensive condition by an act which serves no legitimate purpose,
 - j. loitering or trespassing
 - k. being present on or entering any school property, function or vehicle without authorization,
 - l. disrupts or is reasonably likely to disrupt the educational process or school operations; or is
2. Insubordinate, that is, failing to comply with the lawful directions of teachers, school administrators or other school employees in charge of the student, bus drivers, bus monitors and bus aides, law enforcement officers or
3. Engages in any of the following forms of academic misconduct:
 - a. tardiness,
 - b. missing or leaving school or class without permission or excuse,
 - c. cheating, plagiarism, copyright/trademark violations or assisting another in such conduct
 - d. violation of the Board of Education –Internet Protection Policy #6100
 - e. improperly altering documents or records.
4. Endangers the safety, health, morals, or welfare of themselves or others by any act, including but not limited to:
 - a. fighting, assaulting or behaving violently, threatening another with bodily harm,
 - b. harassment or illegal discrimination, which includes the use of race, color, weight, creed, national origin, ethnic group, religion, religious practice, sex, gender, sexual orientation or disability as a basis for treating another in a negative manner. (Reference policies on Sexual Harassment, Anti-Bullying, Hazing)
 - c. bullying
 - d. cyber-bullying
 - e. sexting
 - f. making unreasonable noise,
 - g. possession, use, distribution, transfer or sale of tobacco or tobacco products, alcohol, drugs or other controlled substances, drug paraphernalia or synthetic cannabinoid products including but not limited to incense, herbal mixture potpourri,
 - h. possession, use, or sale of weapons, fireworks, or other dangerous or prohibited objects or contraband. Dangerous objects include, but are not limited to: guns, starter pistols, knives of any kind (including all types of pocket knives), razors, box cutters, clubs, metal knuckles, nun chucks, Kung Fu stars, explosives, and any instrument, article or substance, which under the circumstances in which it is used, attempted to be used or threatened to be

- used, is readily capable of causing death or other serious physical injury. Any object that resembles a dangerous object (such as a fake gun) will be considered a prohibited object,
- i. using obscene, profane, lewd, vulgar or abusive language or behavior,
 - j. possession, sale, distribution, transfer or use of lewd or obscene materials,
 - k. gambling,
 - l. hazing,
 - m. extortion,
 - n. theft,
 - o. vandalism, willfully defacing, damaging or destroying school property or vehicles used by entities under contract with the district to provide services for the district. Willfully defacing, vandalizing, damaging or destroying the property of others on school premises, at school functions or on school buses under contract to the district, or
 - p. misuse of school information technology (see applicable BOE policy in regard to information technology) or other school property.

5. Engages in conduct that violates Board's rules and regulations for the maintenance of public order on school property in the Public Conduct on School Property section or Federal, State or local laws.

Definition of Bullying

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

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

District Bully Prevention Rules:

Rule 1: We will not bully others.

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

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

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

Olweus Bully Prevention Program

Different forms or kinds of bullying may include:

- Verbal bullying, being socially excluded or isolated, being physically bullied, being bullied through lies or false rumors, having money or other items taken or damaged, being threatened or forced to do things, racial bullying, sexual bullying, and cyber-bullying

Reporting Procedures

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

or turned into the main office. Online forms can be e-mailed directly to the appropriate building administrator.

Dignity Act Coordinator

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

Kristine Conrow
Jr/Sr High School Principal
PO Box 147, 54 Main Street
Harpursville, New York 13787
(607) 693-8105 , kconrow@hcs.stier.org

Off campus & Non-School Day Misconduct

Students may be disciplined for violations of school district policies and the Code of Conduct when there is a connection to, or impact, effect on school students, personnel, activities, functions or property. Examples of misconduct include but are not limited to: cyber-bullying, sexting, threatening or harassing students or school personnel through the use of electronic devices.

Disciplinary Penalties, Procedures and Referrals

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.

Penalties

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

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

Remedial Consequences

Remedial responses which may be utilized for, but not limited to, instances of discrimination and harassment of students by students and/or employees may include:

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

Minimum Periods of Suspension

1. Students who bring a weapon to school will be subject to suspension for one calendar year unless otherwise determined by the superintendent.
2. Students who commit violent acts other than bringing a weapon to school shall be subject to suspension from school for at least five days unless otherwise determined by the superintendent.
3. Students who are repeatedly, substantially disruptive of the educational process or repeatedly substantially interferes with the teachers authority over the classroom will be suspended for at least five days. For purposes of the code of conduct, "repeatedly, substantially disruptive" means engaging in conduct that results in the student being removed from the classroom pursuant to educational law 3214 (3)(a) and this code on multiple occasions.

Referrals

1. Counseling
The Guidance Office shall handle all referrals of students to counseling.
2. PINS Petitions
The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:
 - a. Being habitually truant and not attending school as required by part one in Article 65 of the Education Law.
 - b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
 - c. Knowingly and unlawfully possesses marijuana in violation of Penal Law Section 221.05.
A single violation of Section 221.05 will be a sufficient basis for filing a PINS petition.
3. Juvenile Delinquents and Juvenile Offenders
The superintendent is required to refer the following students to the County Attorney for a Juvenile delinquency proceeding before the Family Court:
 - a. Any student under the age of 16 who is found to have brought a weapon to school, or
 - b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law Section 1.20(42)The superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

CELL PHONE AND ELECTRONIC DEVICE USE FOR STUDENTS

I. Purpose:

The Harpursville Central School District (HCSd) is aware of the purpose and existence of electronic devices and cell phones in the times in which we live. It is, however, the firm belief of the school administration that electronic devices and cell phones are a clear distraction and interference with the purpose of our educational mission and setting at HCSd during the school day.

This school policy applies to all students, grades 7-12, and will be strictly enforced on a daily basis. It is important that every student understand the purpose and content of the policy to ensure a school climate that is conducive to learning and free from distraction. Our goal is to foster and safeguard a learning climate that contributes to the personal and academic success of every student.

II. Definitions:

a. "Cell Phone" means a handheld electronic device having the ability to receive and/or transmit voice, text, picture or data messages without a cable connection, such as cellular telephones, digital wireless phones, radio-phones/walkie-talkies, telephone pagers, PDA phones (personal digital assistants with wireless communications capabilities), or RIM ("research in motion") wireless devices.

b. "Electronic Devices" are devices which, irrespective of their ear-phone capabilities, are electronically powered. "Electronic devices" are inclusive of, but not limited to, the following:

- i. I-PODS
- ii. MP3 players
- iii. Walk-Mans
- iv. CD Players
- v. Walkie-Talkies
- vi. Blackberries
- vii. Electronic Game Devices
- viii. Cell Phone Cameras
- ix. Video Cameras/Digital Cameras
- x. Paging Devices
- xi. PDAs

III. "No Use Policy":

a. HCSD adopts a "no use policy" at all times when instruction is being given. That is, these devices are to be shut off during instructional class and any other time administration deems it to be an instructional time. For instance, an assembly may be determined to be an instructional time and the "no use policy" shall be in effect. Students who bring cell phones and electronic devices to school must place them in the off-silence position during all instructional times during the day. Cell phones and electronic devices should be turned off and kept inside a book bag, purse, or similar container so as to not be visible to other students or staff. No cell phone or electronic device should be used and may not be allowed to emit any vibration, ring tone or other noise on school grounds or during any school sponsored program or activity, including school transportation.

b. Cell phones and electronic devices may be used outside of school buildings before and after school hours. They may also be used during passing time between classes.

c. Building administrators of the individual middle and high schools have the authority to grant, if any, additional designated times and areas where cell phones and electronic devices may be used during the school day. All such policies must be written.

IV. Consequences of Violation of This Policy:

- a. HCSD, giving fair warning of this policy to students, will confiscate/collect cell phones and electronic devices from students who violate the policy.
- b. Once collected, parents will be notified; and cell phones and electronic devices will be returned to students at the end of the school day in the individual school offices, pending parental notification and approval.
- c. Students who repeatedly violate the cell phone and electronic devices policy risk disciplinary action (detention, leading up to out of school suspension).

V. Miscellaneous Provisions:

- a. In emergency situations, students and parents may use school telephones in the individual school offices, Administrative Offices and Student Centers.
- b. Students may use electronic/scientific/graphing calculators within the classroom and library-LMC areas for educational purposes *only*.

Visitors to the School

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

Members of the School District staff will treat parents and other members of the public with respect and expect the same in return. The District must keep schools and administrative offices free from disruptions and prevent unauthorized persons from entering school/district grounds.

1. **Disruptive Individual Must Leave School Grounds.** Any individual who disrupts or threatens to disrupt school/ office operations/events, threatens the health and safety of students or staff will be directed by the school's principal or other person in charge to leave school, School District property, or event promptly. If the person does not comply law enforcement authorities will be called. Future access to school property or events may be restricted.
2. **Directions to Staff in Dealing with Abusive Individual.** If any member of the public uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, the administrator or employee to whom the remarks are directed will warn the speaker to communicate civilly, a failure to do so could result in a request to leave or end the contact. If the individual does not stop the abusive behavior, the District employee will verbally notify the individual that the meeting, conference, or telephone conversation is terminated. If on school premises, failure to comply may result in the individual being directed to leave and/or law enforcement may be notified.
3. **Provide Policy and Report Incident.** When a staff member determines that a member of the public is in the process of violating the provisions of this policy, the staff member should

direct the person to the building administrator, or other school official in charge, who should provide a written copy of this policy at the time of occurrence.

Public Conduct on School Property

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

Prohibited Conduct

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

1. Willfully cause physical injury to any other person, or threaten to do so for the purpose of compelling or inducing such other person to refrain from any act which he has a lawful right to do, or do any act which he has a lawful right not to do.
2. Physically restrain or detain any other person, or remove such person from any place where he is authorized to remain.
3. Willfully damage or destroy property of the district or of the school personnel or students, or remove or use such property without authorization.
4. Without permission, express or implied, enter into any private office of an administrative officer, faculty member or staff member.
5. Other than student, employee or Board member, enter a classroom or the building beyond the administrative office without written permission of the superintendent or his designee.
6. Enter upon and remain in any building or facility for any purpose other than for authorized uses, or in such manner as to obstruct its authorized use by others.
7. Without authorization, remain in any building or facility after it is normally closed.
8. Refuse to leave any building or facility after being requested to do so by an authorized administrator.
9. Deliberately disrupt or prevent the peaceful and orderly conduct of classes, school programs, school activities, lectures and meetings, or deliberately interfere with any person who desires to express his views, including invited speakers.
10. Have in his possession upon any premises to which these rules apply, any knife, shotgun, pistol, revolver, or other firearm or weapon without the written authorization of the superintendent, whether or not a license to possess the same has been issued to such person.
11. Smoke tobacco, possess, consume or exchange or be under the influence of alcoholic beverages, drugs or narcotics on school properties.
12. Distribute or post any written material, pamphlet or poster without the prior written approval of the superintendent.
13. Urge or incite others to commit any of the acts herein prohibited.
14. Violate the traffic laws, regulations or other restrictions on vehicles.
15. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Penalties

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

1. If he is a licensee or invitee, have his authorization to remain upon the district property withdrawn, and shall be directed to leave the premises. In the event of his failure or refusal to do so, he shall be subject to ejection and arrest.
2. If he is a trespasser or visitor without specific license or invitation, be subject to ejection and arrest.
3. If he is a student, be subject to suspension or such lesser disciplinary action as the facts of the case may warrant.

4. If he is a faculty member, be guilty of misconduct and be subject to dismissal or termination of his employment or such lesser disciplinary action as the facts may warrant, including suspension without pay or censure.
5. If he is a staff member entitled to the benefits of Civil Service Law Section 75, be guilty of misconduct and subject to the penalties prescribed in said section.
6. If he is a staff member, not entitled to the benefits of Civil Service Law Section 75, be guilty of misconduct and be subject to dismissal or termination of his employment or such lesser disciplinary action as the facts may warrant, including suspension without pay or censure.

Harpursville Central School District

Bully Prevention Plan

**Kristine Conrow
Jr/Sr High School Principal
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DIGNITY ACT COORDINATOR
(607) 693-8105**

**First Reading: July 9, 2012
Second reading & adoption: August 20, 2012
Third Reading & adoption: September 17, 2012**

The mission of the Harpursville Central School District is to develop life-long learners who believe, are empowered, and engaged to achieve their goals.

Overview of Harassment, Hazing & Bullying

The Harpursville Central School District (HCSD) is committed to providing an educational and working environment that promotes respect, dignity and equality. The Board of Education recognizes harassment, hazing and bullying are detrimental to student learning and achievement. Such behaviors affect not only the students who are targeted, but also those individuals who participate and witness such acts. Therefore, all forms of harassment, discrimination, hazing and bullying are prohibited on school grounds, school busses and at all school-sponsored activities, programs and events including those that take place at alternate locations.

Definitions

Harassment

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

Bullying

For purposes of this policy, the term "bullying" (which is subsumed under the term “harassment”) is defined, in general, as a variety of hostile activities which harms or induces fear through the threat of further aggression and/or creates terror. “Bullying” is a form of harassment that consists of inappropriate and often persistent behavior including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs and/or badgering of others. Bullying can take at least three forms:

- *Physical* (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings);
- *Verbal* (including, but not limited to, taunting, malicious teasing, name calling, making threats); and
- *Psychological* (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).

Bullying is characterized by:

- *Power Imbalance* – occurs when a bully uses his/her physical or social power over a target
- *Intent to Harm* – the bully seeks to inflict physical or emotional harm and/or takes pleasure in this activity
- *Threat of Further Aggression* – the bully and the target believe the bullying will continue
- *Terror* – when the bullying increases it becomes “systematic violence or harassment used to intimidate and maintain dominance.”

-Barbara Coloroso, *The Bully, The Bullied & The Bystander*

Hazing

“Hazing” is a form of harassment which involves committing an act against a student or coercing a student into committing an act that creates a risk of emotional, physical or psychological harm to a person, in order for the student to be initiated into or affiliated with a student or other organization, or for any other purpose. The fact that a victim may consent to the act does not excuse the behavior or lessen the offense.

Cyberbullying

As with other forms of bullying, cyberbullying is an attempt to display power and control over someone perceived as weaker. Cyberbullying 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 electronic devices while at school, such as cell phones, digital cameras, and personal computers to engage in bullying.

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings (including blogs).

Cyberbullying has the effect of:

- a) Physically, emotionally or mentally harming a student;
- b) Placing a student in reasonable fear of physical, emotional or mental harm;
- c) Placing a student in reasonable fear of damage to or loss of personal property; and
- d) Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

Also, cyberbullying that occurs off-campus, which endangers the health and safety of students or staff within the school or can be reasonably forecast to cause a material or substantial disruption to the educational process, is prohibited. 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.

Prevention and Intervention

The school learning environment provides an opportunity for both students and staff to gain an appreciation in a key district value: the importance of respect and working positively with others. The District recognizes that by requiring the implementation of an anti-bullying program, through both direct student instruction and professional development for staff, both students and staff will learn key elements about bullying prevention:

The warning signs of bullying and everyone’s responsibility to take an active role in preventing bullying before overt acts of bullying happen. Personnel at all levels are responsible for taking corrective action to prevent bullying behavior of which they have been made aware at School District sites or activities and/or reporting such behavior to their immediate supervisor.

The District recognizes the importance of eliminating unacceptable student conduct and works proactively to prevent these behaviors. School personnel who become aware of harassment shall act promptly to address the harassment, with the goal of preventing it from recurring. Where appropriate, school personnel will address the effects on the student who was harassed. Remedial measures will generally include counseling of persons(s) who have been harmed by harassment and person(s) who have been responsible for the harassment of others and implementing monitoring programs to follow up on addressed issues of harassment. Prevention and intervention techniques within the District to prevent bullying behavior and to support and protect victims shall include building-level and classroom-level strategies and activities as determined by administration. Individual intervention will be provided by appropriate staff members to bullies/participants, victims and their parents to help ensure that the bullying stops.

Although the focus of this policy is prevention, it is recognized that acts of bullying and harassment may still transpire. In such instances, disciplinary action may occur in accordance with the District’s Code of Conduct. Consequences shall depend upon the specific circumstances surrounding the incident, the developmental level of the student, their disciplinary history, and must be consistent with the District’s Code of Conduct. Rules against bullying shall be publicized District-wide and shall be disseminated as appropriate to staff, students and parents.

Harpursville Central School District Bully Prevention Rules:

Rule 1: We will not bully others.

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

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

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

Olweus Bully Prevention Program

Training

Staff training shall be provided to raise awareness of the problem of bullying within the schools and to facilitate staff identification of and response to such bullying behavior among students. Training will be provided to employees in conjunction with the District’s existing professional development in order to:

- raise awareness and understanding of the school district's Code of Conduct;
- raise awareness and sensitivity to potential acts of discrimination or harassment directed at students that are committed by students or school employees on school property or at school functions; including, but not limited to, discrimination or harassment based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex;

- enable employees to prevent and respond to incidents of discrimination and harassment.

The Harpursville Central School District is implementing the *Olweus Bullying Prevention Program* (OBPP). OBPP is a comprehensive, school-wide program designed and evaluated for use in elementary, middle, or junior high schools. The *Olweus Bullying Prevention Program* is designed to improve peer relations and make schools safer, more positive places for students to learn and develop. Goals of the program include:

- reducing existing bullying problems among students
- preventing the development of new bullying problems
- achieving better peer relations at school

The program has been found to reduce bullying among children, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy. Schools are also gathering data about OBPP implementation at the High School level. The Olweus Program has been implemented in more than a dozen countries around the world, and in thousands of schools in the United States.

Dignity Act Coordinator

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

The designation of each Dignity Act Coordinator shall be approved by the board of education annually.

The name(s) and contact information for the Dignity Act Coordinator(s) shall be shared with all school personnel, students, and persons in parental relation. This shall be done by:

- including in District Code of Conduct
- posting on District website
- included in at least one district or school mailing per school year
- posted in highly-visible areas of school buildings
- made available at the district and school level administrative offices

In the event a Dignity Act Coordinator vacates his or her position, another school employee shall be immediately designated for an interim appointment as Coordinator, pending approval of a successor Coordinator by the Board of Education within 30 days of the date the position was vacated. In the event a Dignity Act Coordinator is unable to perform the duties of his or her position for an extended period of time, another school employee shall be immediately designated for an interim appointment as the Dignity Act Coordinator, pending return of the previous Dignity Act Coordinator to his or her duties as Dignity Act Coordinator. In the event the District Dignity Act Coordinator vacates his or her position or is unable to perform his or her duties for an extended period of time, he or she will advise the Board of Education on an interim or the Southern Tier Advisory Group may be called upon to designate a replacement Coordinator.

Complaint Procedures

Students, or a parent(s) or legal guardian(s) who believe his/her student has been subjected to harassment by another student, teacher, administrator or other school personnel should report the incident(s) immediately to the Dignity Act Coordinator or another school administrator, teacher or counselor. If the student, parent(s) and/or legal guardian(s) desires further assistance regarding the complaint, the Superintendent may be contacted.

Complaints can be filed by completing a “HARPURSVILLE Rights Bully Prevention Form”.

These forms are located in the school library, the guidance office and in the building’s main office. Forms can also be accessed and completed online on the District’s homepage: www.hcs.stier.org. Forms can be deposited into any specified drop boxes in the building or turned into the main office. Online forms can be e- mailed directly to the appropriate building administrator. All inquiries and harassment complaints filed with the District are confidential to the extent possible as described below. Confidentiality also applies to the investigative process.

Investigation Procedures and Decision of Investigator

Upon receipt of a report or complaint alleging harassment, the appropriate building administrator shall undertake or authorize an investigation. The investigation may be conducted by school administrators or by the Office of Special Programs.

The investigation will be completed as soon as practicable. The investigation will, at a minimum, consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint.

Upon a finding that harassment has occurred, an appropriate response shall be fashioned by the appropriate administrator. Building principals addressing violations of this policy by students and the superintendent addressing violations of this policy by employees and/or students should consider the surrounding circumstances, the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred.

Steps may be taken by the appropriate administrator to protect the complainant, pupils, teachers, administrators or other personnel participating in the investigation pending completion of an investigation of alleged harassment.

Disciplinary Consequences

Any individual who violates this policy by engaging in conduct defined throughout this policy that directly or indirectly causes intimidation, harassment, or physical harm to another student or employee may be subject to disciplinary action including but not limited to suspension from school.

The Harpursville CSD Board of Education expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, contractors, and all visitors.

The Harpursville CSD Board of Education believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members

of the school district, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members.

The Harpursville CSD Board of Education believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to ***prevent*** discipline problems and encourage students' abilities to develop self-discipline.

Since bystander support of harassment or bullying can support these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to support students who walk away from the offending party, constructively attempt to stop them, or report them to the designated authority.

The Harpursville CSD Board of Education requires its school administrators to develop and implement procedures that ensure ***both*** the appropriate consequences ***and*** remedial responses to a student or staff member who commits one or more acts of harassment or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

Factors for Determining Consequences

- Age, development, and maturity levels of the parties involved
- Degree of harm
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Factors for Determining Remedial Measures

Personal

- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths
- Talents
- Traits
- Interests
- Hobbies

- Extra-curricular activities
- Classroom participation
- Academic performance

Environmental

- School culture
- School climate
- Student-staff relationships and staff behavior toward student
- General staff management of classrooms or other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood culture
- Family situation

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension, in the case of a student, or suspension or termination in the case of an employee, as set forth in the board of education's approved code of student conduct or employee handbook.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the board of education's approved code of conduct. Remedial measures shall be designed to: ***correct the problem behavior; prevent another occurrence of the behavior; and protect the target (victim) of the act.*** Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples below:

Examples of Consequences

- Admonishment
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension during the school week for students

- Out-of-school suspension
- Legal action

Examples of Remedial Measures

Personal

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice
- Peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and referral Services team, peer mediation, etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral to a Child Study Team, as appropriate

The Harpursville CSD Board of Education requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In doing so, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after the report or complaint is made.

The Harpursville CSD Board of Education prohibits reprisal or retaliation against any person who reports an act of harassment or bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The Harpursville CSD Board of Education prohibits any person from falsely accusing another as a means of harassment or bullying. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a *school employee* found to have falsely accused another as a means of harassment or bullying shall be disciplined in accordance with district policies, procedures, and agreements.

The Harpursville CSD Board of Education requires school officials to annually disseminate the policy to all school staff, students in plain language, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, to or from a school function, at school-sponsored functions, or on a school bus.

The school district shall incorporate information regarding the policy against harassment or bullying at least annually during a school employee training program and re-visit policies throughout the course of the year during faculty and staff meetings. Information shall also be included in faculty/staff handbooks.

Retaliation

Retaliation means some type of adversarial or punitive action taken against an individual or individuals as a result of filing a complaint or participating in the complaint process.

No person will suffer retaliation or intimidation for participating in the complaint process. Retaliation against any student seeking assistance at their school, filing a complaint, or participating in the investigative process is grounds for a subsequent retaliation/harassment complaint.

Confidentiality

The Harpursville CSD will respect the privacy of the complainant, the individual(s) against whom the complaint is filed and the witnesses as much as possible, consistent with our legal obligations to investigate, take appropriate action, and conform to any legal discovery or disclosure obligations.

LEGAL COMPLIANCE

Dignity for All Students - Chapter 482 of the Laws of

2010 RESOURCES

- Center for Problem-Oriented Policing, <http://popcenter.org/Problems/problem-bullying.htm>
- National Education Association, www.nea.org/schoolsafety/bullying.html
- National Resource Center for Safe Schools, www.safetyzone.org
- Olweus, D. (1993). Bullying at school: What we know and what we can do. Malden, MA: Blackwell.
- School-wide Prevention of Bullying, Northwest Regional Educational Laboratory, www.nwrel.org
- Stop Bullying Now, Health Resources and Services Administration, www.stopbullyingnow.hrsa.gov
- U.S. Department of Education, Office of Safe and Drug Free Schools, www.ed.gov
- U.S. Department of Justice, Office of Community Oriented Policing Services, www.cops.usdoj.gov

APPENDIX A:
BULLY PREVENTION REPORTING FORM

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20
U.S.C. § 1232g. Do not file in the cumulative record

HARPURSVILLE CENTRAL SCHOOL DISTRICT INCIDENT REPORTING FORM

Directions: The Harpursville Central School District is committed to providing a safe environment to all members of our community. Despite our best intentions, incidents between students do occur at times. If you wish to report a disturbing incident between two or more students, complete this form and return it to the Principal at the student's school. Contact the school for additional information or assistance at any time. This form can be completed anonymously by omitting signature and name. Every reported act of bullying will be investigated. Parents of aggressors and targets will be contacted in cases of confirmed bullying.

Date of report:			
Name of student target:	Age:	Grade:	School :
Name(s) of alleged aggressor(s) (If known):	Age:	Grade:	School :
Name(s) of witness(es) (If known):			
Where did the incident(s) happen (choose all that apply)? <input type="checkbox"/> On school property <input type="checkbox"/> At a school-sponsored activity or event off school property <input type="checkbox"/> Online/via technology <input type="checkbox"/> On a school bus <input type="checkbox"/> On the way to/from school <input type="checkbox"/> Other: _____			
What best describes what happened (choose all that apply): <input type="checkbox"/> Teasing <input type="checkbox"/> Threat/Property Damage <input type="checkbox"/> Stalking <input type="checkbox"/> Theft/Property Damage <input type="checkbox"/> Social exclusion <input type="checkbox"/> Intimidation <input type="checkbox"/> Physical violence <input type="checkbox"/> Public humiliation <input type="checkbox"/> Retaliation <input type="checkbox"/> Sexual Harassment <input type="checkbox"/> Other: _____			
What did the alleged aggressor(s) say or do? (Include dates. Attach a separate sheet if necessary)			
Did a physical injury result from this incident? <input type="checkbox"/> No <input type="checkbox"/> Yes, but it did not require medical attention <input type="checkbox"/> Yes, and it required medical attention			
Is there any additional information you would like to provide? (Attach a separate sheet if necessary)			
Name Of Person Reporting Incident (Optional): Telephone (optional) _____ E-mail (optional): _____ Place an X in the appropriate box: <input type="checkbox"/> Student <input type="checkbox"/> Parent/guardian <input type="checkbox"/> Other: _____ Signature: _____ Date: _____			
Administrative Action Taken: _____ Date: _____ Administrator: _____			

HARPURSVILLE CENTRAL SCHOOL DISTRICT BULLYING INVESTIGATION FORM

Name of student target:

School :

Name(s) of alleged aggressor(s) (If known):

School :

Investigation

- ☐ Review & Attach *Incident Reporting Form*
- ☐ Review students' discipline and school records (include: IEP, 504s)
- ☐ Consult as needed with additional staff (e.g. SPED Liaison, METCO advisor, counselor, nurse). Include names here:
- ☐ Determine which additional staff, if any, needs to be present during student interviews and/or decision process. Include names here:
- ☐ Conduct students interviews
- ☐ Read back to each student a summary of his or her account to ensure accuracy of your notes.
- ☐ If physical injuries occurred, ask nurse to examine target.
- ☐ The following checked items are attached to this report
 - o *Incident Reporting Form (if available)*
 - o Print-outs of blog posts, social networking pages, emails, etc.
 - o Copies of other evidence
 - o Copies of investigator's notes (e.g. transcripts of interviews, etc.)
 - o Nurse report(s)
 - o Police report(s)
 - o Written statements from interviewees, reporters, etc.

Determination:

- ☐ Check all that apply:
 - ☐ **repeated use** by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (must include at least one of the following)
 - ☐ causes **physical or emotional harm** to the target or damage to the target's property;
 - ☐ places the target in **reasonable fear of harm to himself** or herself or damage to his or her property;
 - ☐ creates a **hostile environment** at school for the target;
 - ☐ **infringes on the rights** of the target at school; or
 - ☐ materially and substantially **disrupts the education process** or the orderly operation of a school.
 - ☐ *retaliation from reporting of previous incident*
- ☐ Provide brief description of the nature of the bullying (if any):
- ☐ Provide a Final determination:
 - ☐ Incidents **did not** meet the standard of bullying
 - ☐ Bullying has occurred and will be dealt with in-house
 - ☐ Criminal bullying has occurred and police should be notified of possible criminal charges

Response Plan (if any)

Disciplinary Actions:

**HARPURSVILLE CENTRAL SCHOOL DISTRICT
BULLYING INVESTIGATION FORM**

Remediation Actions:

- ☐ *Behavioral Remediation Agreement* attached
- ☐ *Individual Behavior Plan* attached (repeat offenders only)

Notification and Documentation

- ☐ Parent(s)/Guardian(s) of the target
- ☐ Parent(s)/Guardian(s) of aggressor
- ☐ School information system (e.g., iPass or student files)
- ☐ School alert system (if necessary)
- ☐ Counselor of target
- ☐ Counselor of aggressor
- ☐ Special Education (for repeat offenders)
- ☐ Police (if criminal charges may be pursued)
- ☐ Other schools, coaches, and staff members (as appropriate) for implementing the disciplinary, remediation, and student safety actions. Please describe:

Administrator/Investigator Signature

Date:

APPENDIX B: STUDENT BEHAVIOR AGREEMENT

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20
U.S.C. § 1232g. Do not file in the cumulative record

**HARPURSVILLE CENTRAL SCHOOL DISTRICT
BEHAVIORAL REMEDIATION AGREEMENT**

Date:			
Name of student:	Age:	Grade:	School :
Reason for Behavioral Remediation Agreement:			
I agree to the following terms to change my behavior :			
I will need the following support(s) to help me meet the obligations of my agreement:			
The implications of me NOT meeting the expectations are as follows:			
Student Signature:		Date:	
Parent/Guardian Signature:		Date:	
Administrator/Investigator Signature		Date:	

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20
U.S.C. § 1232g. Do not file in the cumulative record

**HARPURSVILLE CENTRAL SCHOOL DISTRICT
INDIVIDUAL BEHAVIORAL PLAN**

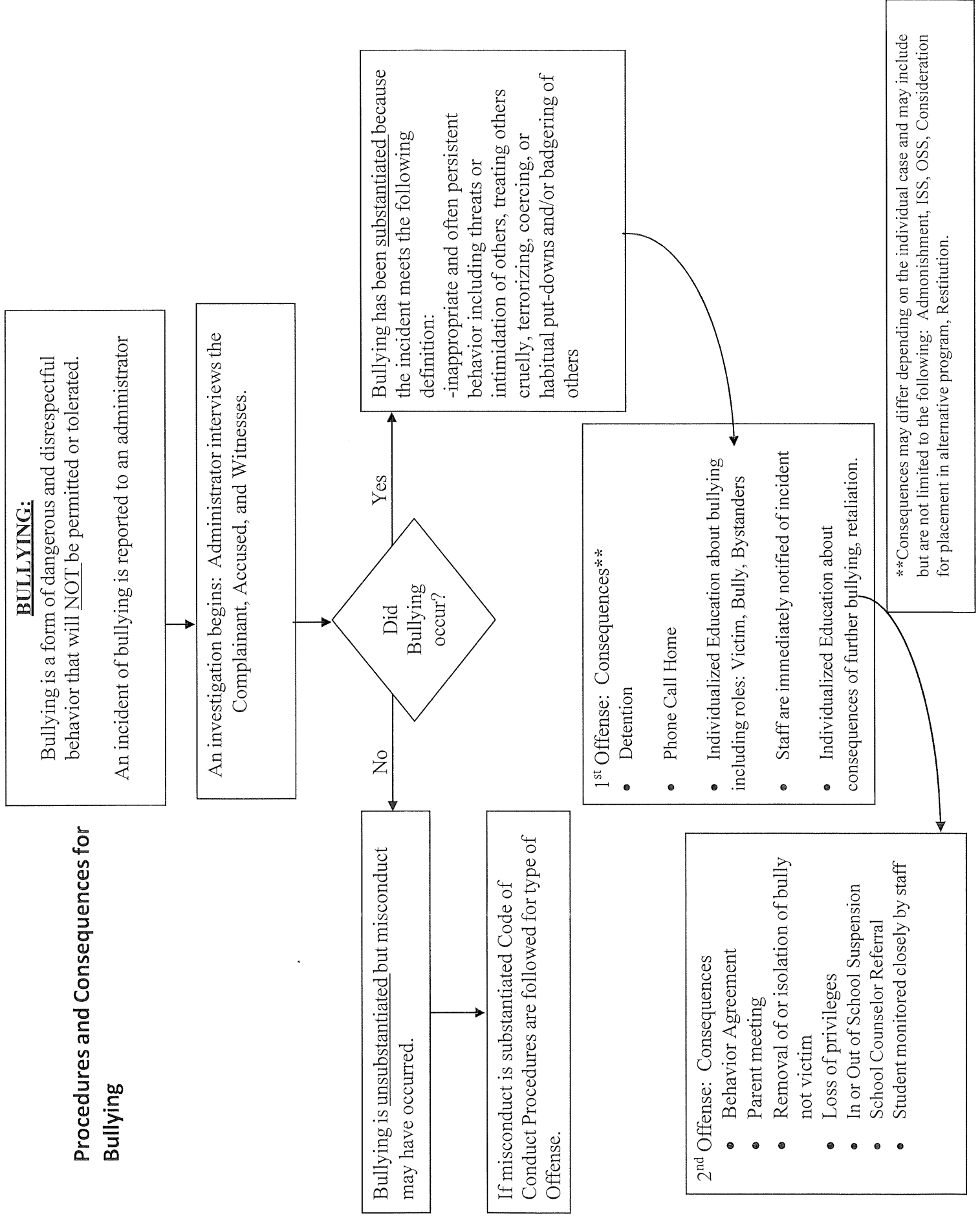
Name of student:		Date:		
		Age:	Grade:	School :
Reason for Behavior Plan:				
Student Behavior Goal:				
1. Objective				
2. Objective				
3. Objective				
Student Supports				
Timeline/Monitoring Of Plan And Progress Towards Goals				
Daily____Team Contact_____				
Weekly Team Contact_____				
Termination From Plan				
Date Of Termination:				
Student Signature:		Date:		
Parent/Guardian Signature:		Date:		
Plan Coordinator:		Date:		
Administrator/Investigator Signature		Date:		

APPENDIX C:
Reminders to Staff Responding to
Bullying

Reminders to all Staff Responding to Bullying

- **Do not ignore bullying:** Bullies count on adults to ignore bullying behaviors, and this allows them to continue bullying activities. (Steiner, A. 2002).
- **Intervene immediately; bullying is common, but not benign.** Bullies are much more likely to grow up to have criminal or violent behaviors. Targets of bullies suffer disproportionately from mental health problems, school problems, and social problems. Children who witness bullying spend an inordinate amount of time seeking to avoid it and worrying about it.
- **Separate alleged bully & target:** do not use mediation or attempt to force them to confront one another.
- **Bullying is different from conflict.** Conflict is an equal-power quarrel or problem between two students. Bullying is abuse; it occurs when a socially powerful (popular or feared) student mentally or physically abuses a weaker (fearful) student, for the purposes of making them afraid and hurt.
- **Stay neutral and calm.** The tone you take with students during investigations will affect your ability to defuse the bullying.
- **Don't make promises** or deals until your investigation is complete.
- **Reassure reporters and target(s)** that they have done the right thing by reporting. Make sure they know they will be protected from retaliation.
- **Empower aggressors to change.** Remind aggressors that they have power to stop the bullying. Teach them strategies to stop (e.g., “for now, stay off of Facebook”).
- **Maintain confidentiality but ACT:** it is important to protect reporters from retaliation, but information on bullying MUST be acted upon. There are no “off-the-record” conversations.
- **Be objective** in your note-taking; your emails and the notes you take in meetings about students become part of their official record.
- **Be timely!** The faster you talk to all students involved, the less likely that the students will feel social pressure to change their stories.

Procedures and Consequences for Bullying



General Information

Internet access will be provided to students in accordance with the terms of this policy. Internet access from school computers is reserved solely for educational purposes. Use by outside groups is prohibited. Use by student clubs and organizations is limited to those times when the Internet access points are not in use for instruction, and shall be limited to educational purposes and governed by this policy. Access to the Internet will be under the direction and supervision of the staff assigned to the particular Internet access area or computer.

The school district reserves the right to monitor all Internet activity including transmission and receipt of e-mail. Use of e-mail is limited to school district purposes.

Every computer in the district having Internet access shall not be operated by a student unless Internet access from the computer is subject to filtering software. Such filtering software shall be designed and it shall operate so that images which are obscene, pornographic or *harmful to minors* shall not be displayed. Such filtering software shall also be designed and it shall operate so that images or language which advocate or promote violence or hatred against particular individuals or groups of individuals or promotes the superiority of one racial, ethnic or religious group over another shall not be displayed. For purposes of this policy, the phrase harmful to minors means any picture, image, graphic image file, other visual depiction that, taken as a whole, and with respect to minors, appeals to prurient interest in nudity, sex or excretion; depicts, describes or represents in a patently offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals and, taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

Prohibited Conduct

No student shall while using a computer or other device connected to the Internet:

1. Access, transmit or retransmit material which promotes violence or advocates destruction of property, including information concerning the manufacture of destructive devices, such as explosives, fireworks, smoke bombs, incendiary devices or the like;
2. Access, transmit or retransmit any information which is harmful to minors as that phrase is defined in this policy.
3. Access, transmit or retransmit material which advocates or promotes violence or hatred against particular individuals or groups of individuals or advocates or promotes the superiority of one racial, ethnic or religious group over another.
4. Use or possesses bootleg software. Bootleg software means any software which has been downloaded or is otherwise in the user's possession without the appropriate registration of the software, including the payment of any fees owing to the owner of the software.
5. Use encryption software from any access point within the school district.
6. Transmit credit card or other personal identification information including home addresses or telephone numbers from any school district computer.

7. Use or possesses bootleg software. Bootleg software means any software which has been downloaded or is otherwise in the user's possession without the appropriate registration of the software, including the payment of any fees owing to the owner of the software.
8. Use encryption software from any access point within the school district.
9. Transmit credit card or other personal identification information including home addresses or telephone numbers from any school district computer.
10. Transmit e-mail through an anonymous remailer.
11. Access the Internet from a school district computer using a non-school district Internet account.
12. Use an instant messenger service or program, Internet Relay Chat or other forms of direct electronic communication, or enter a chat room without the express permission of the staff member supervising the computer resource.
13. Commit or attempt to commit any willful act involving the use of the network which disrupts the operation of the network within the school district or any network connected to the Internet, including the use or attempted use or possession of computer viruses or so-called hacking or other unlawful activities on line.
14. Disable or attempt to disable filtering software. However, such filtering software may be disabled for bona fide research or other lawful purposes, when the building principal of the building in which such research or other lawful activity will be conducted has given written permission to disable the filtering software.
15. Participate through creating, transmitting or otherwise sharing of any information that could be construed as cyber-bullying. Cyber-bullying is defined as any harassment/bullying, on or off school property, which occurs via the internet, cell phones or other electronic devices.
16. Participate through creating, transmitting or otherwise sharing of any information that could be construed as "Sexting". Sexting refers to an act of sending sexually explicit photos, images, text messages, or emails by using a cell phone or other electronic device.

In addition to those penalties set forth in the student discipline code, a violation of this Internet policy may also result in loss of Internet privileges.

Opinions, advice, services, and all other information expressed on line are those of the on-line authors and not of the school district. The Internet contains information pertaining to a variety of subjects. Not all of this information is accurate or reliable, particularly where the advice of medical, legal, accounting, or other professionals would be appropriate. Users are advised not to rely on advice found on the Internet. The school district is not responsible for such advice.

The school district does not guarantee or imply that access to the Internet will always be available when students want access or that the software provided by the district will always work as intended. The school district is not responsible for failures in the operation or technical functioning of the Internet or the computers or software used to access the Internet.

Policy 6100

Revision-Approved 3/12/01 by Board of Education

Amendment, First Reading: July 9, 2012

Second reading & adoption: August 20, 2012

Issued for the use and reliance by retainer clients of Hogan & Sarzynski, LLP

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ANTI-DISCRIMINATION POLICY

The school district does not discriminate in employment or in the education programs and activities which it operates on the basis of sex, race, handicap, or any other protected class or characteristic in violation of Title IX of the Education Amendment of 1972, Title VI of the Civil Rights Act of 1964, § 504 of the Rehabilitation Act of 1973, New York State Human Rights Law, or the Americans with Disabilities Act.

In addition to this policy, all employees must read and be aware of the District's sexual harassment policy which at times may overlap some issues and topics contained herein. Any questions regarding either policy should be directed to the Compliance Officer. Please review policy 4316.2 for a full review of the sexual harassment policy.

Grievance Procedure

Section 1

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

Section 2

The complaint shall discuss the grievance informally and on a verbal basis with the compliance officer, who shall, in turn, investigate the complaint and respond to the complainant.

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

- > **Step (a):** A written statement of the grievance signed by the complainant shall be submitted to the compliance officer within seven days of receipt of the response to the informal complaint. The compliance officer shall further investigate the matters contained in the grievance and shall reply in writing to the complainant.
- > **Step (b):** If the complainant wishes to appeal the decision of the compliance officer, the complainant may submit a signed statement of appeal to the Superintendent within seven days after receipt of the compliance officer's response. The Superintendent shall meet with the complainant and any representative and make such other inquiries which the Superintendent deems appropriate. Thereafter, the Superintendent shall formulate a conclusion and respond in writing to the complainant within 14 days.
- > **Step (c):** If the complainant remains unsatisfied, the complainant may appeal through a signed written statement to the Board of Education within seven days of receipt of the Superintendent's response in Step (b). In an attempt to resolve the grievance the Board of Education shall meet with the complainant and any representative within 30 days of receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to the complainant within ten days of this meeting.
- > **Step (d):** If the grievance has not been satisfactorily settled at Step (c), further appeal may be made to the Office of Civil Rights, Department of Education, Washington, D.C. 20201.

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

Section 3

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

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

When used in this policy "days" shall mean calendar days.

Publication

The school district shall promulgate this policy as follows:

- A copy of this policy shall be inserted in the first pay envelope of each employee every year. In relation to an employee hired during the school year, this policy shall be inserted in the first paycheck paid to the employee.
- The policy shall be published as part of the district's student handbook.
- The policy shall be published annually in the official newspaper of the district.
- The policy shall be provided annually to the president of each bargaining unit.

Annual publications shall contain the name, address, and telephone number of the district's compliance officer.

Employment Application

Each employment application of the school district shall contain the following language:

- The school district does not discriminate in employment or in the education programs and activities which it operates on the basis of sex, race, or handicap in violation of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, or § 504 of the Rehabilitation Act of 1973 and the New York State Human Rights Law.

First reading May 9, 1994

Second reading and adoption May 23, 1994

Renumbered November 25, 1996

Amended: November 10, 2003

Amended: October 10, 2018

Harpursville Central School District

Disability Harassment Model Procedures

First Reading: July 9, 2012

Second reading & adoption: August 20, 2012

Third Reading & adoption: September 17, 2012

DISABILITY HARASSMENT/DISCRIMINATION: STUDENTS

The Harpursville Central School District affords all students equal educational opportunities, as well as, equal opportunities to participate in extracurricular activities and prohibits discrimination and harassment in any program or activity of or sponsored by the Harpursville Central School District. Disability harassment is a form of discrimination and is prohibited by the Harpursville Central School District policy and by state and federal law.

OVERVIEW

Discrimination and harassing behaviors include, but are not limited to, making comments, name-calling, conduct of a physical nature, or other expressive behavior directed at an individual or group on the basis of an individual or group's disability or disabilities. Discriminatory and harassing behavior creates a demeaning, intimidating, and hostile educational environment.

Discrimination/Harassment is considered to have occurred when such conduct:

- has the purpose or effect of creating an intimidating, hostile or offensive academic environment,

- has the purpose or effect of substantially or unreasonably interfering with a student's academic performance, or

- otherwise adversely affects an individual's academic opportunities.

PREVENTION AND REMEDIATION

School personnel who become aware of disability-related harassment shall act promptly to address the harassment with the goal of preventing it from recurring and, where appropriate, to address the effects on the student who was harassed. Remedial measures will generally include counseling of persons(s) who have been harmed by harassment and person(s) who have been responsible for the harassment of others and implementing monitoring programs to follow up on addressed issues of disability harassment. Students should report any concerns related to disability harassment to the school principal, a teacher or counselor, or other school personnel.

COMPLAINT PROCEDURES

Who may file a complaint:

Students, or a parent(s) or legal guardian(s) who believe his/her student has been subjected to disability harassment by another student, teacher, administrator or other school personnel should report the incident(s) immediately to a school administrator, teacher or a counselor or other school personnel.

The Harpursville Central School District encourages students, or a parent(s) or legal guardian(s) to report incident(s) of disability harassment.

How to file a complaint:

Complaints may be filed with the Special Education Office. Complaints must be submitted in writing within 180 days from the date of alleged act(s), unless the time for filing is extended by the Superintendent

of School's Office for good cause. All inquiries and discrimination complaints filed with the Harpursville Central School District are confidential to the extent possible as described below. Confidentiality also applies to the investigative process.

Where to file a complaint:

Harpursville Central School District Special Education Office
54 Main Street, PO Box 147
Harpursville, New York 13787
(607) 693-8104

Investigation Procedures and Decision of Investigator

Upon receipt of a report or complaint alleging disability harassment/discrimination, the Special Education Office shall immediately undertake or authorize an investigation. The investigation may be conducted by school administrators or by a third party investigator.

The investigation will, at a minimum, consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint.

The investigation will be completed as soon as practicable. The investigator shall make a written report to the special education office with a copy to the Superintendent of Schools upon completion of the investigation. If the complaint involves the Superintendent of Schools, the report may be filed directly with the Clerk of the Board of Education. The report shall include the investigator's conclusion as to whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

The Superintendent of Schools, or Board of Education President, upon receipt of the investigator's report shall make the final determination as to whether the alleged conduct constitutes a violation of this policy. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

Upon a finding that disability harassment/discrimination has occurred, an proper response shall be fashioned by the appropriate administrator. Building principals addressing violations of this policy by students and the Superintendent of Schools addressing violations of this policy by employees and/or students should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred.

Steps may be taken by the appropriate administrator to protect the complainant, pupils, teachers, administrators or other personnel pending completion of an investigation of alleged disability harassment/discrimination.

The results of the investigation of each complaint filed under these procedures will be reported in writing to the complainant or his/her legal guardian by the Office of the Superintendent. However, if necessary to comply with state and federal privacy laws, a copy of the investigator's report shall not be provided to any third party.

Disciplinary Consequences

Any individual who violates this policy by engaging in prohibited conduct that directly or indirectly causes intimidation, harassment, or physical harm to another student or employee will be subject to disciplinary action.

Retaliation

No person will suffer retaliation or intimidation for participating in the complaint process.

Retaliation means some type of adversarial or punitive action taken against an individual or individuals as a result of filing a complaint or participating in the complaint process. Retaliation against any student seeking assistance at their school, filing a complaint, or participating in the investigative process is grounds for a subsequent retaliation/harassment complaint.

Confidentiality

The Harpursville Central School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed and the witnesses as much as possible, consistent with our legal obligations to investigate, take appropriate action, and conform to any legal discovery or disclosure obligations.

LEGAL COMPLIANCE

The Compliance Officers have the responsibility to monitor the compliance of state and federal laws and regulations as well as District policies and procedures related to disability harassment. The Americans with Disabilities Act and Section 504 of the Rehabilitation Act Coordinators for the District are the Jr/Sr High School Principal, Elementary Principal and Director of Special Education. Parents/guardians, or the student (if 18 or over) also have the right to contact or file a complaint with the U.S Department of Education, Office of Civil Rights, Washington, DC. www.hhs.gov/ocr

**REPORT FORM FOR REPORTS OR COMPLAINTS OF SEXUAL
HARASSMENT, AND HARASSMENT BECAUSE OF RACE, NATIONAL
ORIGIN, RELIGION AND DISABILITY**

Complainant: _____

Home Address: _____

Work Address: _____

Home Phone: _____

Work Phone: _____

Date of alleged incident(s): _____

Did the incidents involve:
sexual _____ racial _____ national origin _____ disability _____ religion _____

Name of person(s) you believe harassed you or another person:

If the alleged harassment was toward another person, identify that other person.

Describe the incident as clearly as possible, including such things as what force, if any, was used, any verbal statements (i.e. threats, requests, demands, etc.), what, if any physical contact was involved. Attach additional pages as necessary.

When and where did the incident occur?

List any witnesses who were present:

This complaint is based upon my honest belief that _____ has harassed me or another person. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge.

Complainant's signature

Date

Received by

Date

COMPREHENSIVE ATTENDANCE POLICY

Harpursville Central Schools

Plain Language Version

Objectives

Through applying this Comprehensive Attendance Policy, the District expects to:

1. Encourage consistent attendance by all students through positive interventions;
2. To accurately track and identify patterns of attendance, absence, tardiness to school, and early departure of students to and from the school;
3. To develop effective intervention strategies to improve school attendance and to promote students' academic success;
4. To ensure sufficient pupil attendance of classes so that pupils may achieve State mandated education standards;
5. To track student location for safety reasons and to account to parents regarding the location of children during school hours.

Whenever used in this policy, the term "Parent" or "Parents" is understood to mean a student's parent(s), guardian(s), caregiver(s), or person(s) in parental relation.

Definitions

Whenever used within the Comprehensive Attendance Policy, the following terms shall mean:

1. Scheduled instruction: Every period that a pupil is scheduled to attend instructional or supervised study activities during the course of a school day during the school year.
2. Absent: The pupil is not present for the entire period of the pupil's scheduled instruction.
3. Tardy: The pupil arrives later than the starting time of the pupil's scheduled instruction.
4. Early Departure: The pupil leaves prior to the end of the pupil's scheduled instruction.
5. Excused: Any absence, tardiness, or early departure for which the pupil has a valid school approved excuse. Such excused non appearance shall include: personal illness, illness or death in the family, religious observance, quarantine, required court appearances, attendance at health clinics or other medical visits, approved college visits, participation in a school-sponsored activity, military obligations, absences approved in advance by the Principal, and other reasons as may be approved by the Commissioner of Education.
6. Unexcused: Any absence, tardiness or early departure for which the pupil has no valid school approved excuse. Such unexcused non-appearance shall include shopping trips to the local mall, family vacation, oversleeping, skipping class, and any other absence that is not excused.

The reason for a student's absence, regardless of parental consent or not, is the sole determinant in whether the absence is classified as excused or unexcused.

7. Valid School Approved Excuse: Parents are expected to assist the school in accounting for absences by sending a note within 3 school days of the student's return to include:
 - a. Date of absence
 - b. Reason for absence
 - c. Student's name
 - d. And parent's signature

Parents should expect that a random audit of excuses be performed to insure the integrity of the excuse.

NOTES:

1. **After 3 school days, without a note a student's absence will automatically be considered unexcused, at which point the code of unexcused becomes permanent.**
2. **After 5 consecutive days of absence, a student and his/her parent must provide the school with a valid physician's note in order to excuse the absences.**

Coding System

A coding system is currently used within the District to indicate the nature and reason for a pupil's missing all or part of scheduled instruction. The time that the pupil arrived or departed will be recorded next to the entry code describing the nature and reason for the student missing all or part of scheduled instruction.

Notification and Intervention Strategies

A strong home-school connection and appropriate, timely communication between both parties supports regular attendance by students. Therefore:

1. If a student is not present for first class of the school day and the school has not been previously notified of the absence by the parent, the district shall attempt to contact the pupil's parent to learn the nature of the pupil's absence and notify the parent that the pupil has not arrived at school. Also, at any other period during the school day when attendance is taken and where the pupil has not attended scheduled instruction, a designated staff member may attempt to notify the student's parent by phone. Further, the parent will be reminded of the attendance policy.
2. When needed, a school conference shall be scheduled between the parent and the appropriate school personnel in order to address the student's attendance and to develop appropriate intervention strategies that best meet the needs of the student. The student should plan to attend this conference.
3. For every 5 unexcused absences, unexcused tardy to school, and/or unexcused early departure, the pupil's parent shall receive a letter, supplied by the Principal or his/her designee, documenting the absences and reminding them of the policy. Further, a designated staff member will review the attendance policy with the student and will discuss possible interventions to aid the student in changing their behavior. This procedure will repeat after 10 incidents.

4. If a student exceeds 10 days of unexcused absence, the parents will be contacted for a conference with school officials. The Principal or his/her designee may commence the PINS (Person in Need of Supervision) and/or DSS (Department of Social Services) Hotline process. A letter to the parents and a request for a conference with school officials will commence for every five instances of untimely or non-attendance thereafter.
5. For extenuating circumstances, the Principal will deal with the situation on a case-by-case basis.

Student Attendance and Grades

A student's grade is affected by classroom attendance, participation, and timely completion of related coursework. Attendance will not be used as a measure of student learning; rather course credit is recommended based on student performance related to learning outcomes. Thus:

- Students are required to attend all scheduled classes, unless their absence is excused.
- Unexcused absences and unexcused tardies, as well as excessive excused absences or excused tardies are likely to have a negative affect on a student's grade for the day, marking period, and/or course.
- Make up work for excused absences will be available for students and must be completed in a timely manner
 - As a maximum, students will have the same number of days as their legal, excused absence to make up the work missed, unless a later, alternative date is specified by the student's teacher for the class in question.
 - Upon their return to school, it is the student's responsibility to consult with their teacher regarding arrangements for making up missed work, quizzes, or tests.
- Teachers have no obligation to provide make up work or instruction for material covered during a class for which a student was unexcused absent, unexcused tardy, or unexcused early departure. Therefore:
 - Students should not expect make up work to be accepted for unexcused absences, unexcused tardies, or unexcused early departures.
 - For any unexcused absence, unexcused tardy or unexcused early departure students should expect to receive a grade of zero for any work collected during the class period, as well as a grade of zero for any quizzes or tests given during that class period.
 - Teachers do not have to allow students to receive credit for assignments given during the period of unexcused non-attendance that will be collected the next time the class meets.

Incentives and Disciplinary Sanctions

1. Incentives

The District shall recognize students for exemplary attendance and significant attendance improvement through items such as attendance honor rolls, grade-level rewards, classroom acknowledgement or incentives to attend on days that have historically high absenteeism (beginning/end of week, before/after a vacation, etc).

2. Disciplinary Sanctions

The pupil may be subject to disciplinary procedures for unexcused absence, unexcused tardiness, or unexcused early departure, as described in the Code of Conduct. In addition, excessive absence could result in the denial of participation in interscholastic athletics and other extracurricular activities.

In order to participate in after-school, extra-curricular activities, students must be present in school for at least one-half of the school day and attend all required classes. Students who are absent from school with an excused absence, as defined in this policy, and **other than illness or suspension** will be allowed to participate in after-school activities.

Intervention Strategy Development

The Building Principal shall meet periodically with the Attendance Supervision Officer and other administrators and teachers as the Principal determines necessary to review student attendance records, address identified patterns of unexcused pupil absence, tardiness and early departure, and review current intervention methods. Where the Principal determines that existing intervention policies or practices are insufficient, the Principal shall notify the Superintendent who will in turn notify the Board of Education prior to its annual review of the building's attendance records, of both insufficient practices and any proposed changes needing Board approval to implement.

Counseling

The District shall provide consistent counseling to students with chronic attendance problems. Such counseling may include a Student Service Team (SST) meeting attended by district employees knowledgeable about the student. Parents should expect to be invited to attend all SST meetings.

Attendance Supervision Officer

The Board shall designate a person as the Attendance Supervision Officer. The Attendance Supervision Officer is responsible for reviewing pupil attendance records and initiating appropriate action to address unexcused pupil absence, tardiness and early departure consistent with the Comprehensive Attendance policy.

A full-text version of the Comprehensive Attendance Policy is available for your review upon request.

ACADEMIC ELIGIBILITY POLICY

for

Athletics and Extra-Curricular Activities

The Harpursville Central Schools extends the privilege of extra-curricular activities to students who recognize their obligation to themselves, their co-participants and their school community while striving for academic excellence. It is the belief that Harpursville Central Schools educates the whole person and that athletics and extracurricular activities are a vital part of that education. This policy for eligibility for participation in sports or activities is intended to provide a guideline to insure that students are aware that such participation is predicated on meeting their academic requirements.

Extra-curricular activities are defined as any school activity that is non-credit bearing. Extra-curricular programs help provide valuable experiences and are, therefore, considered an integral part of the total educational program. Involvement in extra-curricular activities can have a positive influence on the academic achievement of students. It is the goal of this policy to help students successfully balance academics and extra-curricular activities.

As an overarching principle, this policy is intended to promote a fluid process of monitoring student progress and intervening with appropriate interventions in timely manner in order to aid the students in their pursuit of academic success.

Extenuating circumstances of students with unique needs will be considered by the building principal or his/her designee.

First Reading: August 17, 2009

Second Reading & Adoption: September 14, 2009

Definition of Levels of Participation/Intervention:

Gold (Full participation) –	full participation
Blue (Warning) –	“on-notice” with Individual Growth Plan resulting from 1 failing grade and/or at least 50% of grades for enrolled courses below 75%
Yellow (Probation) –	2 failing grades; student may continue to participate with Individual Growth Plan AND an initial 8 school day period to improve at least 1 of 2 grades to passing; adequate progress in meeting Growth Plan will also be considered
Orange (Probation with sanctions) –	more than 2 failing grades or from “yellow”; Individual Growth Plan is required so student may continue to practice, but student may <u>not</u> compete in contests or club activities; student has 12 school days to improve/demonstrate growth such that at least 50% of failing classes have been improved to a passing grade (i.e. failing 2, 1 must improve; failing 3, 2 must improve, etc.); if goals are achieved, then student will move to “blue” - must improve to have no more than one failing grade; adequate progress in meeting Growth Plan will also be considered
Red (Ineligible) –	No participation; Individual Growth Plan required so student may be able to practice with team or participate in activities at a date agreed upon by the appropriate school personnel, the student, the parents, and the coach/advisor. The student <u>may not</u> compete in any contests or participate in major club activities for the remainder of the season

GUIDELINES:

1. All students must conform to the discipline, attendance and punctuality standards of the school. The student Code of Conduct and the Comprehensive Attendance Policy provide expectations and parameters with respect to these areas.
2. For all students who wish to participate in an activity and/or sport in the fall, participation level will be based upon their report card previous June. Students who have multiple failures on the June report card, but successfully completed summer school will be subject to probation (blue level) for the first academic quarter.

3. At regular intervals throughout the school year and in an effort to routinely monitor student progress in the classroom, it should be understood that a student's participation level as defined in this policy can change at any time as a result of a review of the student's current performance level in one or all of his/her classes.
4. If it is determined that a student is failing or incomplete in one subject at the end of a five week marking period or any other time period when progress is reviewed, then the student will be placed in the "blue level". This means the student may continue to participate but will be required to contract regarding their school work. The contract or Individual Growth Plan will be written in consultation with all or some of the following: Student-Athlete, Coach/Advisor, Athletic Coordinator, Parent (if desired), Teachers, Administration, and Guidance personnel.

Students will be allowed to participate with one failing grade, while continuing the efforts to bring his/her grade up to passing. If it is determined that the student is not making a valid effort to correct his/her deficiencies agreed upon in the Individual Growth Plan, the student's participation level may be changed (i.e. to yellow, orange, or red) to impose more restrictions. Any student moved to the orange or red level must be reviewed and signed-off by the Superintendent, Principal, or his/her designee.

5. If a student is failing or incomplete in two subjects at the end of the five week marking period or any other time period when progress is reviewed, then the student will be placed in the "yellow level". This means the student may continue to participate, but has eight school days to bring at least one of the two subjects up to a passing grade and the student will be required to contract regarding their school work. The contract or Individual Growth Plan will be written in consultation with all or some of the following: Student-Athlete, Coach/Advisor, Athletic Coordinator, Parent (if desired), Teachers, Administration, and Guidance personnel. If after the eight school days, the student is still failing or incomplete in two subjects, he/she will be moved to the "orange level".
6. If a student is failing or incomplete in excess of two subjects, the student will be classified at the "orange level". In order to have any level of participation, the student will be required to contract regarding their school work. The contract or Individual Growth Plan will be written in consultation with all or some of the following: Student-Athlete, Coach/Advisor, Athletic Coordinator, Parent (if desired), Teachers, Administration, and Guidance personnel. The student will remain at the "orange level" until they achieve a minimum of the "blue level" requirements.
7. In extreme cases or when students do not fulfill the requirements of their Individual Growth Plan on multiple occasions or when falling below the orange level, students will be classified at the red level.

SUMMARY

It should be understood that it is not the intent of this policy to sanction student athletes or students involved in other extra-curricular activities. Any sanction will be the result of behavior patterns contrary to the student athletes Individual Growth Plan, the student Code of Conduct, the Athletic Handbook, and/or the Comprehensive Attendance Policy.

In each situation where the student is classified at a yellow, orange, or red level the parent or guardian will be informed, in writing, of the work being done to help the student improve. It is expected that the parents will be an active partner in the improvement process.

The Principal, Superintendent, or his/her designee retains the authority to deal with each student and their particular level of performance relating to academics, personal conduct, and attendance on a case by case basis as it relates to this policy.

COUNSELING AND GUIDANCE DEPARTMENT

Counseling and Guidance Services

The Guidance department is concerned with the student as an individual. All of our services are geared to enhancing the personal growth of the student. To this end we strive to provide the student with the skills and information they need to manage time effectively, make responsible decisions, become active participants in the educational process, develop positive interpersonal relationships, deal constructively with conflict and to generate positive feelings about their own capabilities and self-worth.

This department realizes that the student's needs are multi-faceted and among the services we provide to meet these needs are: personal counseling, parental consultation, career planning, academic advisement, group counseling and college counseling. We further recognize that many students are asked to function in school while trying to deal with a myriad of pressures outside the school environment. We therefore interface with a variety of community-based resources.

Services available:

1. Personal counseling: this may be by self-referral, teacher referral or parental request.
2. Group counseling: formation of groups will be announced.
3. Staff consultation: teachers are encouraged to discuss individual students with a counselor. The counselor is available to review test information, student progress, student background, etc.
4. Career Awareness and Development Programs.
5. Parent consultation.
6. Aptitude, interest and Achievement Testing.
7. IEP Counseling

Organization:

Two counselors are available to implement the services of the Guidance Department in the Junior Senior High School building. For convenience, each counselor has been assigned students. This does not preclude a counselor seeing a student outside of his/her direct assignment.

Counselors:	Karen Slesinsky	Grades 10, 11 and 12
	Megan Harrington	Grades 7, 8 and 9

GUIDELINES FOR REPORTING MARKS

The Harpursville Jr/Sr High School utilizes SchoolTool as the student management system. This includes attendance and grade reporting. In an effort to strengthen the home-school connection and to truly partner with parents/guardians, it is imperative that grade books and attendance registers are accurate and up-to-date. Therefore, it is expected that electronic grade books are updated at least weekly AND that the information is “published” so that parents can view their student’s grades

GRADE REPORTING POLICIES:

For 40-week courses, a student will not receive a mark below 50% on their report card during the first 2 marking periods (20 weeks). For a 20-week course, the students will not receive a grade below 50% for the first 10 weeks of that course.

Final average marks will be calculated by finding the average of the four (4)-marking periods plus the final.

* Final average marks that are 62.5% to 64.9% will be changed to 65%. Final average mark of 61% and 62% will be changed to a 60%. All other marks will be calculated as stated above. This pertains to final averages only and report card marking. There will be no final marks of 61, 62, 63 or 64%.

Regents marks must be reported on report cards exactly as they occur, even if they are 61% to 64%.

Final Exams:

- Final exams for 40 week courses will be given in June, only, except in extenuating circumstances, such as enhancing a graduation.
- The final exam will count 20% of the final grade.
- All academic courses are expected to include a final exam/project.
- All students enrolled in a course where a Regents exam will be given must take that Regents exam.

At the end of each 10-week marking period, teachers will be expected to verify the accuracy of all their grades including quarterly marks, final tests, Regents exams, and final marks when applicable. Any corrections of these grades must be made in **red** and all verification sheets must be returned to the Guidance Office signed and dated verifying that all grades are correct.

SCHEDULE CHANGES

1. Disciplinary Changes in Schedule

- A. An administrator may remove a student from a class at any time.
- B. Teachers may not remove students from class other than on a temporary basis (not to exceed two days). When this is done the principal must approve this measure and the student will be assigned to a directed study hall. Teachers do have an obligation to seek assistance from parents and guidance counselors before administration is called in and the disciplinary situation becomes a crisis.
- C. Parents must be notified by the administrator involved when a student is permanently removed from class for disciplinary reasons.

2. Changes in Schedule (drops and adds)

A. BASIC PREMISE

- 1. ALL STUDENTS MUST CARRY A MINIMUM OF FIVE UNITS OF WORK EACH SEMESTER, PLUS PE.

B. FULL YEAR COURSES

- 1. DROP: Students may drop a course, with good reason and PARENT and TEACHER permission through the 3rd week of school providing he or she maintains at least the equivalent of 5 ½ units of work. A drop is recorded on the record as a withdrawal/fail (WF) after the third week.
- 2. ADD: Student may add a full year course through the 5th week of school. Principal, teacher, and parent permission is REQUIRED.

C. A SEMESTER COURSE

- 1. DROP: Students may drop a course with good reason and PARENT and TEACHER permission through the 3rd week of the semester if they are carrying at least 5 ½ units for that semester without that course.

INTERIM REPORTS AND QUARTER REPORT CARDS

Interim reports will be issued at 5, 15, 25, and 35-week intervals. These reports are used primarily to notify students, families, and coaches of a student's progress. All grades are reported and notices are sent home. These marks are not reported for report cards and are not permanent records.

INTERIM REPORT DATES ARE:

5 weeks	10/04/24
15 weeks	12/13/24
25 weeks	03/07/25
35 weeks	05/22/25

Report cards are issued at 10, 20, 30 and 40 week intervals and show marks which may become part of a student's permanent record. When using the current marking system, teachers may report comments for each student. Teachers will be advised of grade reporting deadlines. Half day clerical days are 11/10/22, 1/27/23 and 4/06/23.

LAST DAY OF MARK REPORTING PERIODS:

10 weeks	11/08/24
20 weeks	01/31/25
30 weeks	04/11/25
40 weeks	06/27/25

Incomplete Marks: Incompletes can be used on the report card with the permission of the building administrator and/or guidance coordinator. Students will have a period of 2 weeks to make up the incomplete. At the end of the two weeks the teacher will be required to report a grade to the guidance office.

Regents Examinations and Proficiency Tests for the 2024 - 2025 school year will be given on:

January	21 – 24
June	10-11, 17-20
June	23-27

Local final exams will occur in June in the week before Regents Exams. No local final will exceed 2 hours in duration, though students entitled to test modifications may be allowed more time.

ACT Tests for the 2024-2025 school year:

For ACT dates and registration information, please visit:

<https://www.act.org>

SAT Tests for the 2024–2025 school year:

For SAT dates and registration information, please visit:

<https://collegereadiness.collegeboard.org/sat>

Fee wavers for eligible students can be obtained in the Guidance Office.

REGENTS DIPLOMA REQUIREMENTS

Credits: 22 units of credit, distributed as follows:

ELA	4
Social Studies	4
Science	3
Math	3
Health	½
Art (can include music or DDP)	1
French	1
Physical Education	2
Electives	3½+

Assessments: (passing score of 65 or better)

1 Math Regents exam
1 Science Regents exam
1 Social Studies Regents exam
1 ELA Regents exam
1 Pathway Assessment (typically an additional Regents exam or the CDOs Commencement Credential)

Note: One Regents exam score between 60-64 may be appealed for a Regents Diploma.

REGENTS DIPLOMA WITH ADVANCED DESIGNATION REQUIREMENTS

Credits: 22 units of credit, distributed as follows:

ELA	4
Social Studies	4
Science	3
Math	3
Health	½
Art (can include music or DDP)	1
French	1
Physical Education	2
Electives	varies
Additional French <u>or</u>	2 <u>or</u>
CTE Sequence <u>or</u>	5 <u>or</u>
Art Sequence	5

Assessments: (passing score of 65 or better)

1 ELA Regents exam
1 Social Studies Regents exam
3 Math Regents exams
2 Science Regents exams (1 must be life science and 1 must be physical science)
1 Pathway assessment (typically an additional Regents exam or the CDOS Commencement Credential)

Additional Requirements:

In order to earn a Regents with Advanced Designation Diploma, a student must pass either a locally developed Checkpoint B French exam or complete a 5 unit sequence in the Arts or CTE.

OTHER DIPLOMA OPTIONS

Please see your School Counselor for information on additional diploma options, designations, endorsements, and safety nets including:

- Low Pass Safety Net*
- Compensatory Safety Net*
- Local Diploma
- Local Diploma with a Career and Technical Education Endorsement
- Regents Diploma with Honors
- Regents Diploma with a Career and Technical Education Endorsement
- Regents with Advanced Designation Diploma with Honors
- Regents with Advanced Designation Diploma, Mastery in Math Designation
- Regents with Advanced Designation Diploma, Mastery in Science Designation
- Regents with Advanced Designation Diploma with a Career and Technical Education

**Available only to students with an IEP, or if it is included on the student's Section 504 Accommodation Plan.*

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS) COMMENCEMENT CREDENTIAL

The CDOS Commencement Credential may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential (non-diploma) provided the student has attended school for not less than 12 years, excluding Kindergarten.

In order to earn a CDOS Commencement Credential, the student must:

1. complete a career plan
2. demonstrate attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the areas of career exploration and development, integrated learning, and universal foundation skills
3. satisfactorily complete the equivalent of two units of study in Career and Technical Education coursework and work-based learning
4. have at least one completed employability profile

OR meet the criteria for a national work readiness credential.

COURSE REQUIREMENTS FOR GRADES 7 AND 8

Our students, in compliance with the Regents 100 Regulations, by the completion of Grade 8, must successfully complete the following course requirements:

<u>Courses</u>	<u>Units</u>
English	2
Social Studies	2
Science	2
Math	2
Technology	1
Home & Careers	$\frac{3}{4}$
PE	1
Health	$\frac{1}{2}$
Art	$\frac{1}{2}$
Music	$\frac{1}{2}$ *

*A student may take Junior High Band or Junior Chorus or General Junior High Music to complete the $\frac{1}{2}$ unit requirement.

HARPUR SCHOOL OF EXCELLENCE

One of the goals of Harpursville High School is to offer our students the opportunity to earn college credits while in high school. We are proud of the fact that at this point we offer selected courses through Broome Community College and Tompkins-Cortland Community College. College freshmen take an average of four to six classes per semester. Our students can conceivably enter college having completed one year of their basic studies courses—at greatly reduced fees.

Many high school juniors and seniors can succeed in some college level coursework if they lay the academic groundwork: taking challenging courses throughout high school, practicing good study habits, and developing a strong work ethic. Your counselor can talk to you about planning a program that prepares you for success in the HSE program.

Because the HSE courses are more difficult and demanding, students must complete an application process to demonstrate their readiness for this level of work. See your Guidance Counselor for more information on how to apply for the Honors and College Level (CL) courses.

These are the HSE courses that we anticipate offering in the 2022-2023 academic year:

Concurrent Enrollment Courses

Academic Writing II	MicroEconomics	Pre-Calculus	Biology
Approaches to Literature	Business Law	Col. Alg. & Trig	French 3
Sociology	Accounting	Calculus I	French 4
US History 130		Calculus II Statistics	French 5
US History 131		CL Earth Investigations	
Ceramics			

Honors Courses

Math 7 Honors
English 11 Honors

Descriptions of these courses can be found in their respective department listings in the High School Planning Guide.

CLASS CREDIT REQUIREMENTS FOR GRADE

PLACEMENTS

Grades 10-12

<u>To Be Placed In</u>	<u>Credits Completed</u>	<u>Must Have Completed</u>
Grade 10	5	English 9 or Global Studies 9
Grade 11	11	English 10 or Global Studies 10
Grade 12	15	English 11 or American History 11 AND BE ELIGIBLE TO GRADUATE

SCHEDULING GUIDELINES

- All students must carry (at least) the equivalent of *five units* of course work each semester, plus PE. A typical schedule is 6 units, plus PE.
- High School Math and Science teachers review each student's performance in their subject area and make placement recommendations for the following year.
- Science: A student must pass either the Earth Science or Biology Regents Exam in order to enroll in Chemistry and/or Physics.
- Health and Career & Financial Management: Will be taken by all high school students in Grade 10 unless there is a scheduling conflict and administrative permission is obtained.
- BOCES Career & Technical Education placement is available in 11th and 12th grade if the student has met all prerequisites.

COURSE FAILURES

Students must repeat required courses in summer school or in the following school year. Students WILL NOT be allowed to double up courses the following academic year. Exceptions will be considered for seniors in good standing.

CALCULATING RANK IN CLASS

According to the Board of Education, class rank for all Harpursville Sr. High students will be calculated using a weighted GPA. Course weights are as follows:

1.04 Regents Weighting

English 9	Biology	Algebra
English 10	Earth Science	Geometry
English 11	Chemistry	Algebra 2 & Trig
English 12	Physics	
Global St. 9	French II	
Global St. 10	French III	
US History 11		
Economics/Government		

1.07 Honors Weighting

English 11 H

1.1 Concurrent Enrollment Weighting

College Writing	Business Economics	Col. Alg. & Trig	French IV
College Literature	Business Law	Pre-Calculus	French V
Sociology	QBM	Calculus I	CL Drawing
US History 130	Accounting	Calculus II	CL Ceramics
US History 131	CL Microsoft Office	Statistics	CL 3D Art
CL Biology		CL Earth Investigations	

All other courses will be rated on a 1.0 scale.

A student's weighted GPA is determined using only credit bearing course grades. Each weighted final grade is multiplied by the course credit value, the adjusted final grades are totaled, and the total is divided by the total number of credits earned.

Physical Education is not included in GPA or rank



HARPURSVILLE JR/SR HIGH SCHOOL



www.hcs.stier.org

Click on the Jr/Sr High tab

FREQUENTLY ASKED QUESTIONS AND ANSWERS

What I Need:	Where to Find it:	Phone #:
Bus Passes and Transportation Questions	Mr. Dennis Symons-Head Bus Driver	693-8100
Discipline related matters	Mrs. Kristine Conrow-HS Principal Main Office	693-8105
Attendance/SchoolTool/Home Access Center	Mrs. Jill Andrews- Student Records Specialist District Office	693-8108
Appointments with Guidance/Schedules/ Report Cards/Transcripts SAT/ACT/College Visits/Scholarships	Ms. Cassandra Bakley-Main Office	693-5734
Appointments with the Principal Announcements/Faculty Related Inquiries/Junior Senior High Webpage/Assemblies and Award Programs/Student Driver Forms	Mrs. Amy Walker-Administrative Assistant Main Office	693-8105
Free and Reduced Lunch Applications/ Cafeteria Related Questions	Mrs. Norene Tasber-Director of Food Services Elementary Cafeteria	693-8126
Health Office Related Questions/Sports Physical Forms Immunizations Status (Shot Records) First Aid/Medication Dispensing	Mrs. Rebecca Adolf, RN Jr/Sr High School Nurse	693-8118
Special Services	Mr. Joshua Quick- CSE/CPSE Chairperson Mrs. Jennifer DeCamp- CSE Secretary	693-8104
Athletics	Mr. Joshua Quick-Athletic Director	693-8105
Appointments with the Superintendent District Level Inquiries and Webpage District Clerk/District Newsletter	Mrs. Tabaitha Rhodes-Administrative Assistant Mr. Heath Georgia-Superintendent District Office	693-8112
Student Council	Mrs. Barbara Hendrickson-Sr. High Advisor Mrs. Barbara Hendrickson- Jr. High Advisor	693-8105
Prom	Mrs. Amanda Bowen-Junior Class Advisor	693-8105
Senior Trip and Graduation Information		693-8105
Yearbook	Mrs. Barbara Hendrickson-Yearbook Advisor	693-8105
Facilities/Transportation/District Business Office Inquiries	Mr. Joseph McLaughlin-Chief Business Administrator District Office	693-8120