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Mrs. LuEllen Hoyt, Elem. Principal Grades 1-4, CSE Chair
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Dear Parents and Students:

As we welcome the opening of school and the opportunities of a new school year, we wish to continue the practice of providing appropriate information to encourage success for each of our students.

With that in mind, we offer an updated handbook for 2017-2018. Please review the information herein with your children. We invite questions and ask that you share concerns so that together we can provide a healthy support base in which our boys and girls can develop and learn.

My best wishes for a successful year for each of you.

Sincerely,

Scot E. Taylor
Superintendent of Schools

GENERAL INFORMATION

PHILOSOPHY STATEMENT

In preparing individuals to develop their fullest potential for living in the society of today and tomorrow, the Board of Education and the staff of the School District:

- I. Recognize their responsibility to help meet the physical, intellectual and emotional needs of children, particularly the needs to inquire, learn, think, and create, to establish aesthetic, moral and ethical values, and to relate satisfactorily to others in social situations involving family, work, government, and recreation.
- II. Accept primary responsibility for giving students a mastery of the basic skills of learning, thinking and problem solving; for teaching them to use various media of self-expression; for instilling in them a knowledge of the social and natural sciences; for acquainting them with the richness of our heritage; and for stimulating them to productive work in various areas of human endeavor.
- III. Acknowledge the importance of their supplemental role to the home and other social agencies in developing habits and attitudes which make for effective personal living, the maintenance of optimum physical and mental health, and the establishment of sound moral, ethical, and aesthetic values.

Realizing that education, as here defined, is a lifelong process, the School System seeks to orient its graduates toward various types of post-secondary education and further formal training and study of many types, and to provide educational opportunities particularly suited to the needs of adults, both as individuals and as citizens in a democracy.

SCHOOL DISTRICT GOALS AND OBJECTIVES

"The Mission of Tioga Central School is to teach intellectual, civic and social skills in a challenging and responsive environment in order to meet the diverse needs of students."

Each student will...

- Demonstrate the ability to work cooperatively in decision making and problem solving
- Demonstrate the ability to think critically, creatively, and to access information technologically
- Demonstrate an awareness of social, cultural, and civic responsibilities needed to participate in a democratic society
- Demonstrate communication skills
- Gain knowledge acquired skills and develop attitudes necessary to promote esteem in self and others

RIGHT TO BE HEARD

All meetings of the Board shall be open to the public. All actions of the Board shall be taken openly and the deliberation leading to Board action shall likewise be conducted openly. The public is invited to attend Board meetings and may, at the discretion of the Board President, be given limited time to voice opinions or problems. It is the policy of the School Board not to discuss personnel matters in open session. Any such concerns and issues should be taken through regular administrative channels.

The Board reserves the right to meet in an Executive Session as provided for in Section 1711 of the New York State Education Code. Action by the Board during Executive Session is limited to items specified by Public Officers Law 105.

The Board recognizes its responsibility to conduct the business of the district in an orderly and efficient manner and will, therefore, require reasonable controls to regulate public presentations to the Board. Visitors to the open Board meetings are asked to sign the registration sheet and state in writing their purpose to be heard. A person wishing to be heard by the Board shall first be recognized by the chairperson. He/She shall then identify himself and proceed with his comments as briefly as the subject permits. The chairperson is responsible for the orderly conduct of the meeting and shall rule on such matters as the time to be allowed for public discussion, the appropriateness of the subject being presented and the suitability of the item for such presentation. Matters relating to the competence or personal conduct of individuals, including staff members, shall be brought before the Board of Education in written form only.

FAMILY RIGHTS AND PRIVACY ACT OF 1974

All parents and eligible students are hereby advised of their rights with respect to school records pursuant to the Federal "Family Education Rights and Privacy Act of 1974".

Parents of a student under eighteen, or a student eighteen or older, have a right to inspect and review any and all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parents outside the school system, and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized test scores), attendance data, scores on standard intelligence, aptitude and psychological tests, interest inventory results, health data, family background information, teacher or counselor rating and observations and verified reports of serious or recurrent behavior patterns.

Such parents and students are also entitled to an opportunity for a hearing to challenge the content of such records, to ensure that they are not inaccurate, misleading or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein. Any questions concerning the procedures to be followed in requesting such a hearing should be directed to the Superintendent of Schools.

DIRECTORY INFORMATION

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

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor Roll or other recognition lists;

- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, the New York State Education Law Section 2-1 and two federal laws require school districts receiving assistance under the *Elementary and Secondary Education Act of 1965 (ESEA)* to provide military recruiters, upon request, with student names, addresses and telephone listings – unless parents have advised the school district that they do not want their student’s information disclosed without their prior written consent.

If you do not want Tioga Central School District to disclose some or all directory information from your child’s education records without your prior written consent, you must notify the district in writing within 30 days after the publication of this notice. Tioga Central School District has designated the following information as directory information:

- | | |
|--|---------------------------|
| ~ Student’s name | ~ Address |
| ~ Telephone listing | ~ Electronic mail address |
| ~ Date & place of birth | ~ Student’s image |
| ~ Dates of attendance | ~ Major field of study |
| ~ Grade level | |
| ~ Participation in officially recognized activities and sports | |
| ~ Weight and height of members of athletic teams | |
| ~ Degrees, honors, and awards received | |
| ~ The most recent educational agency or institution attended | |

TITLE I PROGRAMS

Tioga Central School District annually applies for Title I funds. These funds are utilized for the operation of a variety of programs in our elementary and middle school grades such as: reading and academic intervention. Direct any questions regarding these programs to Mrs. Kathleen Keene, Principal, Tioga Elementary School.

NO CHILD LEFT BEHIND NOTIFICATION

As a parent of a student in the Tioga Central School District, under the *No Child Left Behind Act of 2001*, you have the right to know the professional qualifications of the teachers and teaching assistants instructing your child. The *No Child Left Behind Act* gives you the right to ask for the following information about each of your child's teachers and teaching assistants:

1. Whether New York State has licensed or qualified the teacher for the grade and subject the teacher teaches;
2. Whether the teacher is teaching under an emergency or provisional certificate by which State Certification criteria have been waived;
3. The academic degrees held by the teacher as well as the teacher's college major;
4. The qualifications of any teaching assistants providing services to your child.

PARENT/TEACHER CONFERENCES

The home and school share responsibility for a child's development. In our schools, we encourage parents to meet with teachers whenever they feel a conference would be helpful. Because teachers have numerous daily responsibilities, it is often difficult for them to answer the telephone when parents call during the school day. We suggest that you call and leave a request for the teacher to contact you.

LIMITED ACCESS TO CHILDREN

The school takes the position that children are sent to us from home by the parents/guardian and should be returned home in the afternoon. There are times when the child is taken from school for various reasons such as medical or dental appointments. **If there are any limitations as to who is eligible to pick up your child, please notify us in writing immediately.** In the instance of limited access for a legal guardian, the school requires a legal notice from Family Court. Information concerning this is available to the parent at: Clerk of Family Court, 20 Court Street, P.O. Box 10, Owego, New York 13827, 607-687-1730.

LOST AND FOUND

If your child loses something, encourage him or her to ask in the office if the article has been turned in.

STUDENT INFORMATION UPDATE

It is the custodial parent's obligation to notify the school district in regard to any changes in student information (i.e. – telephone numbers, address, guardianship etc.)

INSTRUCTION

GUIDANCE PROGRAM

A guidance program will be incorporated into the curriculum to aid students in making informed and responsible decisions and in using effective decision making processes. The guidance program will be coordinated by the Building Principal and will provide for the participation of all those staff members and others who, in the principal's opinion, can help students acquire the insights and knowledge they need to become mature members of an adult society in a democratic nation.

The primary purpose of the guidance program will be to provide, as fully as possible, the information needed to make the best decisions. Such information will include facts (test scores, vocational information) as well as estimates, judgments, opinions and other advise. Students should be instructed in the use of data and advice from a variety of sources as well as the evaluation and use of such information and suggestions.

STUDENT PROGRESS REPORTS

Report cards are sent home at the end of each ten week marking period. These examination periods are noted in the annual school calendar.

Other progress reports are made between the report card periods and sent home to parents. The interim report and regular report card serve as an excellent signal and may indicate a parent conference is necessary. These progress reports are given for the purpose of helping the student.

HOMEWORK

I. Definition of Homework

"Homework is any task assigned students during the school day to be completed outside of the regular class time. While the results are hardly uniform, there are suggestions that homework, under certain conditions, can improve test scores and grades. The three most common types of homework assignments are practice, preparation and extension *."

*Taken from Student Study Skills, "Susquehanna Valley Central School."

II. Philosophy of Homework

A. The General Purpose of Homework

1. To help students develop independent work study habits and responsibilities
2. To reinforce learning that has taken place at school
3. To bring the home and school closer together
4. To relate school learning to out-of-school interest *

*Taken from John F. Savage, "Schools Need a Homework Policy," My Weekly Reader.

B. The Development Objectives of Homework

The following is a summary of homework objectives as developed by the Tioga Central School Homework Committee. These objectives summarize the role of homework for students at various levels of instruction.

K-4 The primary intention of homework at this level is to encourage the development of good study habits and to enrich the educational experience of the student.

5-8 At this level, homework is assigned not only to encourage good study habits and for enrichment purposes, but also to reinforce specific subject area skills necessary for academic success.

9-12 At this level the nature and scope of homework necessarily becomes more complex and comprehensive. The general homework objectives are to encourage the development of self-discipline, self-motivation, self-exploration and real life skill such as those involving information gathering, synthesis, interpretation and application.

III. Definitive Teacher Guidelines Governing the Assignment, Evaluation and Standards of Homework at Various Grade Levels

Because of the developmental nature of children and the increasing diversity in the form, content, and intention of homework tasks, specific guidelines for teachers need to be addresses according to grade level. Some guidelines, however, apply to all teachers at all levels. These are as follows:

- A. Every teacher will have a state homework policy addressing concerns appropriate to each level. The respective building principals are responsible for approving such policies.
 - 1. Individual teachers will set standards of acceptability
 - 2. Neatness and general condition should be considered in the total evaluation of homework
- B. The teacher is to clearly communicate the specifications of their homework policy to their students at the start of each year.
- C. Each homework assignment must be purposeful and the purpose must be clearly communicated to the students.
- D. Homework should be "weighted" in some distinguishable way so as to be a factor in determining a student's grade.
- E. It is the teacher's responsibility to inform parents if homework responsibilities are not being met by students.

Homework Guidelines by Grade Level

- A. Grade K-4
 - 1. Amount of Time
 - a. Approximately 15-30 minutes
 - b. Monday through Thursday
 - 2. Types of Assignments
 - a. Reading to parents
 - b. Written (practice, compositions, journals)
 - c. Studying for tests
 - d. Doing math facts with parents

- e. Going over vocabulary words
- f. Project work (making collections, observations, interviews)

3. Grading

- a. Written work should be graded (but not necessarily included in mark for subject)

4. Standards

- a. Establish standards for neatness and condition of papers
- b. Set standards for type of paper, pen, pencils etc.
- c. Inform parents if students are not meeting homework requirements
- d. Establish length of time given for assignment and whether (and what kind of) penalties are involved for failure of completion
- e. Policy should be clearly communicated to both parents and students at the beginning of each school year

B. Grades 5-6

1. Amount of Time

- a. Maximum of one hour
- b. Monday through Thursday

2. Types of Homework

- a. Written
 - Practice
- b. Reading
 - Preparation for class discussion
 - Story for class reading
- c. Studying for Tests
- d. Long range projects with short term goals – broken into workable units
 - Research projects
 - Map work
- e. Collection of materials needed for class project

C. Grades 7-12

1. Secondary students should spend a maximum of three hours per night (grades 9-12) or two hours per night (grades 7-8) on homework for all subject areas combined. The following is a list of the various forms which homework may take:
 - a. Written work (worksheets, textbook assignments, essays etc.)
 - b. Reading assignments
 - c. Studying for tests
 - d. Long range projects for which due dates have been given in advance
 - e. Appropriate teacher-directed activities adjunctive to current class topics (gathering news articles, taking surveys etc.)
2. Teachers should make assignments with consideration for total student academic and non-academic work load. Lengthy assignments should be made in advance with mid-assignment due dates as well as a final due date.
3. Any assignments requiring research materials should be made in coordination with the school library so as to ensure availability of material.

IV. Recommended Guidelines Regarding Role of:

A. Parents

In the final analysis, the successful implementation of this homework policy depends upon the cooperation of parents, students and teachers.

In the process of examining the multiplicity of factors involved in the learning process and the role of homework in that process, one fact became increasingly evident. Successful students are most often students who, very early in their academic career, acquire good study and homework habits.

In our judgment, the parental role is crucial to ensuring the development of good learning habits at home. To this end, we request parents support their children's homework efforts by:

1. Providing a positive learning environment in which their children may do their homework. If possible, this should include a designated time and place within the home.
2. Providing adequate time for homework.
3. Encouraging and supporting their child's homework efforts.
4. Treating the subject of homework as an integral part of learning and conveying the importance of doing homework to their children.
5. Recognizing and conveying to their children the importance of all forms of homework, both written and non-written.
6. Informing their child's teacher of conditions and circumstances that may detrimentally affect a child's homework performance.

B. Students

Students, as well as parents and teachers, must also recognize certain responsibilities for even the most well intentioned homework policy to succeed. Non-performance by the student will negate the best efforts of both parents and teachers. If, however, the student accepts the fact that homework is an important tool for learning, he/she will receive the greatest benefit. There is simply not enough time during the school day for learning enrichment and the reinforcement of basic skills. Therefore, the greater effort on the part of the student to achieve the objectives of his/her homework assignment, the more he/she will benefit from the total learning experience.

The responsibilities of the students are as follows:

1. Students should recognize the various forms of homework and treat each form with equal importance.
2. Students should prepare themselves with all materials necessary for the completion of an assignment – textbooks, pencil, pen, paper, dictionary, etc.

3. Students should complete assignments on time and according to the rules established by the classroom teacher.
4. Students should promptly inform the teacher of problems that interfere with the completion of an assignment.
5. In the case of prolonged absence, students should complete and return (if written) missed assignments as they are received before requesting additional assignments.
6. Students should make efficient use of allocated school time for the completion of assignments. This is the student's opportunity to seek help, if necessary, prior to the time an assignment is due.
7. It is the student's responsibility to make up work missed because of absence. The student is to clarify with the teacher the specific arrangements for such make up work.

V. General Comments and Recommendations

With renewed effort, we can make a difference in the quality of education, so let's not ignore this joint approach to homework.

These quotes from "How to Help Your Children Achieve in School", a booklet from the United States Department of Education, summarize a good philosophy for educating:

"Learning is a joint effort. This means that everyone must contribute if students are to learn successfully. There is no doubt that teachers are responsible for teaching and parents for parenting. But students must realize that no one can do their learning for them...In the end, students can understand and remember only through their own efforts." (pg.7)

"Successful students are motivated students who accept some responsibility for their own learning and who understand that success comes from their own efforts." (pg. 1)

PROMOTION AND RETENTION OF STUDENTS

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

Typically, a student will spend one year in kindergarten, two years in primary (grades 1 and 2), two years in intermediate I (grades 3 and 4), and two years in intermediate II (grades 5 and 6) to complete curriculum requirements. However, academic growth, like physical growth, does not take place at the same pace or time for all individuals. Certain students may achieve mastery in a shorter period, while others may need additional time within a team. Promotion and retention are methods of meeting the needs of such children.

1. Promotion or retention of a student will be considered according to the following criteria:
 - a. Academic achievement
 - b. Social and emotional development of child
 - c. Age
 - d. Physical maturity
 - e. Attendance
2. Standardized Achievement Tests, along with Competency Examinations, may be used in helping with decisions in pupil retention and placement.
3. Retention is not considered a failure. Experiences provided during the period of retention will be beneficial to the student's academic and social growth.
4. All recommendations concerning grade placement must be made to the principal by the teacher after notification and discussion with the parents. Parents and/or teachers may request a psychological evaluation of the child to aid in the formulation of recommendations.
5. Proposed changes in a child's regular grade placement will be discussed with the parent(s) prior to action.

6. Final authority for grade placement rests with the building principal.

ADVANCED ACCELERATION

- Eligible students shall have the opportunity to be considered for advanced/accelerated instruction.
- All students being considered for acceleration must be recommended by the appropriate teacher(s).
- Parents are notified if their child is to be in the accelerated program.
- Final determination of a student's participation in an advanced/accelerated program rests with the building principal.

OCCUPATIONAL EDUCATION AT BOCES

The Board will provide students with access to programs in occupational education. The Board will require that students, prior to being considered for occupational education programs, acquire a degree of proficiency in English and other subjects in order to obtain a maximum benefit from such instruction.

TIOGA CENTRAL GRADUATION REQUIREMENTS

All students in New York State must meet minimum requirements before they can receive a diploma. The following requirements are in place as of this time. You should become familiar with the requirements and might want to maintain a record of completing each one. The guidance office will maintain a set of records for you and will be certain that you are given the opportunity to meet each requirement as your high school career unfolds.

All students entering ninth grade in 2001 and after must get **22 total credits to graduate from high school.** The passing course grade/average for grades 9-12 is 65. A grade of 64 or below is failing.

DIPLOMA TYPES/REGENTS EXAMS/LOCAL DIPLOMA PHASE-OUT:
REGENTS DIPLOMA

All students must earn a score of 65 or above on FIVE REQUIRED Regents examinations to receive a high school diploma.

The five (5) required Regents Exams are: One Lab Science, either Global Studies II or American History, Algebra1, English 11, and any other Regents exam.

Regents exams offered are Algebra I Common Core, Geometry Common Core, Algebra II Common Core, Earth Science, Living Environment, Chemistry, Physics, Global Studies, American History, and ELA Common Core.

ADVANCED REGENTS DIPLOMA

Students entering 9th grade in September of 2009 or after: You must complete the requirements for a Regents Diploma, PLUS pass TWO additional Regents Exams in Math, one additional Regents Exam in Science, and receive three credits in Spanish and pass a Comprehensive Spanish III Exam.

ENGLISH

- Minimum course credit requirement: Four (4) credits
- All students must take and pass English 9, English 10 , English 11 and either English 12 or College English 12
- All students must take and pass the English 11 Regents Exam

SOCIAL STUDIES

- Minimum course credit requirement: Four (4) credits
- All students must take and pass Global Studies I, Global Studies II, American History and either Participation in Government and Economics or College American History
- All students must pass either the Global Studies II or American History Regents Exams

SCIENCE

- Minimum course credit requirements: Three (3) credits
- All students must earn three credits of commencement level science, at least one course shall be life sciences and at least one in the physical sciences, and the third may be either life sciences or physical sciences.
- One (1) Regents Exam is required for a Regents Diploma
- Two (2) Regents Exams are required for an Advanced or higher diploma
- Courses offered: Environmental Science, Earth Science, Living Environment (Biology), Chemistry, Physics, College Chemistry, Introduction to Food Science, College Astronomy, College Meteorology, and GameIt STEM Course.

MATH

- Minimum course credit requirement: Three (3) credits
- One (1) Regents Exam is required for a Local or Regents Diploma
- Three (3) Regents Exams are required for an Advanced or higher diploma
- Courses offered: Pre-Algebra, Applied Business Math, Common Core Algebra I, Algebra II, Geometry, College Calculus, College Algebra/Trig and College Statistics

LANGUAGE

- Minimum course credit requirements: One (1) credit at the high school level
- It is **highly recommended** that all students planning to attend college take three years of a foreign language
- One (1) Comprehensive Exam in a foreign language is required for an Advanced Regents or higher diploma
- If you are pursuing an **ADVANCED REGENTS DIPLOMA** and choose NOT TO take three years of Spanish, you **MUST GET FIVE CREDITS** in either Art, Music, or Technology
- Courses offered: Spanish 1, Spanish 2, Spanish 3, and College Spanish 4

PHYSICAL EDUCATION

- Minimum course credit requirements: Two (2) credits
- All students must take Physical Education each year in high school – ½ credit is issued each year

HEALTH

- Minimum course credit requirement: One-half (1/2) credit

ART/MUSIC

- Minimum course credit requirement: One (1) credit
- The Art/Music credit requirement can be satisfied by earning at least one total credit from the following courses: Chorus, Band, Design and Drawing for Production A&B or Studio Art

STUDENTS CLASSIFIED WITH DISABILITIES

Students classified with disabilities who are involved in regular education classes must take all required Regents Exams. Students entering high school in 2011 and later will no longer have the Regents Competency Exams (RCT's) as an option. They must meet the Regents requirements for all students. However, if they score in the 55-64 range on both the ELA and Algebra I exams they will be eligible for the local diploma. Students pursuing a Regents Diploma or advanced Regents Diploma MUST pass the regents exams with a 65 or better.

Career Development & Occupational Studies Commencement Credential

Requirements: Complete a career plan; demonstrates attainment of the commencement level Career Development & Occupational Studies learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile.

Skills and Achievement Commencement Credential

Requirements: All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied

by a summary of the student's levels of achievement in academic and career development and occupational studies.

MATERIALS AVAILABLE IN THE GUIDANCE OFFICE:

Financial Aid Information including: Federal Financial Aid Form (FAFSA) and PROFILE

Books: Peterson's 2 Year College Search, Peterson's 4 Year College Search, Peterson's Guide to Financial Aid

Computer Programs: Discover (Occupational Search, Career Awareness, College Search)

Handbooks: Planning A High School Career (this includes a short description of all courses offered at Tioga)

ANTI-DISCRIMINATION

Title IX of the Education Amendments of 1972: The Tioga Central School District does not discriminate on the basis of race, color, national origin, religion, marital status, military status, sex, age, sexual orientation, gender identity, disability, or predisposing genetic characteristic in the employment and educational opportunities it offers, including vocational educational opportunities.

Also, as required by Title IX of the Education Amendments of 1972, the Tioga Central School District, Tioga Center, New York, does not discriminate on the basis of sex in the educational programs or activities which it provides (including vocational programs), appointment of employees, employment pay and benefits, counseling services for students, access by students to educational programs, course offerings, textbooks and student activities.

The District Official responsible for the coordination of activities relating to nondiscrimination on the basis of sex is *Mrs. Kathleen Keene, Title IX Coordinator*. She will provide information, including information on complaint procedures, to any student or employee who feels that his or her rights under Title IX may have been violated by the District or its officials. Her office is located in the Tioga Elementary School. Her telephone number is 607-687-8002. In addition, any student or employee may make an inquiry or a complaint directly to the Federal Office of Civil Rights.

SECTION 504 NOTIFICATION

In accordance with the Rehabilitation Act of 1973 commonly known as Section 504, the School District hereby notifies disabled children and their parents of the School District duty under Regulations to Section 504. The School District shall provide a free appropriate education to each qualified disabled child who resides in the school district regardless of the nature or severity of the disability. The School District shall educate each qualified disabled child with children who are not disabled to the maximum extent appropriate to the needs of the disabled child, and shall also ensure that disabled children participate with non-disabled children in non-academic and extra-curricular activities to the maximum extent appropriate. A disabled child shall be afforded an equal opportunity for participation in such services and activities.

The School District shall provide disabled children an equal opportunity for participation in physical education courses, interscholastic, club or intramural athletics.

The School District shall conduct pre-placement evaluations and shall establish standards and procedures consistent with Section 104.35 for the evaluation and placement of children who need or are believed to need special education or related services.

Placement decisions shall draw upon information from a variety of sources and shall be made by a group of persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. The School District shall establish and implement a system or procedural safeguards that include notice, an opportunity for the parent to examine relevant records, an impartial hearing with the opportunity for participation by the parent and representation by counsel, and a review procedure.

Inquiries concerning this policy may be referred to *Mrs. LuEllen Hoyt, Director of Pupil Services*. Contact Mrs. Hoyt at 607-687-8002 or lhoyt@tiogacentral.org

PROGRAMS FOR CHILDREN WITH DISABILITIES

The Board will ensure that special education programs and related services are suitable, available and accessible to all children with handicapping conditions who reside in the district and who are eligible for special education.

Pupils with handicapping conditions residing in the district have the opportunity to participate in school district programs including extra-curricular programs and activities in accordance with state and federal legislation.

The Superintendent is directed to establish a plan for the education of the handicapped and to provide an adequate financial plan to cover these programs. The Board further directs the Superintendent to conduct an annual review of all programs for the handicapped and to recommend to the Board any changes which will improve these programs.

Section 504 of the Rehabilitation Act of 1973

A Parent's Guide to Special Education -

<http://www.p12.nysed.gov/specialed/publications/policy/parentsguide.pdf>

NYS Procedural Safeguards -

<http://www.p12.nysed.gov/specialed/lawsregs/documents/regulations-part-200-201-oct-2016.pdf>

RELEASED TIME FOR RELIGIOUS INSTRUCTION

The Superintendent will be responsible for the scheduling of release time for religious observance and education. Such release time shall be in accordance with the requirements of applicable Education Law.

SUMMER SCHOOL

The Tioga Central School District does not offer summer school credits.

STUDENTS

ATTENDANCE

Rationale: Classroom attendance is absolutely essential to academic performance and achievement. The educational process requires a continuity of instruction, active classroom participation, and meaningful learning experiences, which support the need for daily classroom attendance and is the basis for the attendance regulation. Attendance is directly related to classroom participation, thus is an important factor in earning high grades.

All school districts, beginning in school year 2002-2003, were required to adopt a Comprehensive Attendance Policy. The following policy is in keeping with the Commissioner of Education's Regulations and has been adopted by the Tioga Central School Board of Education.

COMPREHENSIVE ATTENDANCE POLICY

A. OBJECTIVES

The objectives of the Comprehensive Attendance Policy are:

1. To accurately track the attendance, absence, tardiness and early departure of students to and from the school;
2. To ensure sufficient pupil attendance of classes so that pupils may achieve state-mandated education standards;
3. To track student location for safety reasons and to account to parents regarding the location of children during school hours.

B. DEFINITIONS

Whenever used within the Comprehensive Attendance Policy, the following terms and definitions apply:

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

2. Absent: The pupil is not present for the entire period of a 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 excuse. Such excused non-appearance shall include: personal illness, illness or death in the family, religious observance, quarantine, required court appearances, attendance at health clinic or other medical visits, approved college visits, military obligations, absences approved in advance by the building principal, and other reasons as may be approved by the Commissioner of Education.

C. CODING SYSTEM

The following coding system shall be used to indicate the nature and reason for a pupil missing all or part of scheduled instruction:

AE = Absent Excused AU = Absent Unexcused

DS = Dismissal
T = Tardy
TC = Tardy to Class
RET = Returned to School
AH = Absent to Homeroom
MED = Medical
SE = Suspended Out of School
SI = Suspended In School
SA = School Activity

D. STRATEGIES AND INCENTIVES

In order to encourage student attendance, the following strategies and incentives shall apply:

1. Minimum Attendance for Course Credit

- a. A student must be noted as present 85% of a course's scheduled classes. A student may make up assigned work for any absence excused or unexcused. If the absence is unexcused, the student will not receive credit for the work.
 - I. For purposes of minimum attendance requirements, a student shall not be counted present for a class if the student misses more than 10 minutes of class, whether through tardiness or early departure.
 - II. Students **of** compulsory attendance age suspended from school instruction will be marked as absent unless they attend scheduled alternative education on that day.
 - III. Students **over** compulsory attendance age suspended from school instruction will be marked absent unless they have been assigned alternative education. If alternative education has been assigned, only failure to attend scheduled alternative education shall count as an absence.
 - IV. A student will have three days from the date of absence to provide a valid excuse for the absence.
 - V. When a student has a doctor's appointment, they are required to bring in a signed appointment card from the doctor or his/her staff.
- b. In order to prevent loss of credit for failure to attend, the district will take the following steps:
 - I. When a student has been marked as absent for 10% of a course's classes, the district shall notify the student and his parent(s) or persons in parental relation that the student is approaching the limit of absences for losing course credit for failure to attend class. The notice will include the school's attendance for credit policy, the actual number of classes that the student may miss before forfeiting the right to earn credit, and the actual number of classes missed to date.

- II. When a student reaches a 10% absence rate, he/she will enter an at-risk pool. An attendance plan devised at the discretion of the building principal may be enacted to encourage better attendance before the student reached the 15% absence rate.
- III. A student and his parent(s) or persons in parental relation will be advised one month before the completion of the course if the student is in jeopardy of losing credit for failure to attend. The notice will include the school's attendance for credit policy, the actual number of classes the student may miss before forfeiting the right to earn credit, and the actual number of classes missed to date.
- IV. Teachers may provide make-up work upon request by the student so that students who are in jeopardy of forfeiting class credits due to excused absences have the opportunity to earn credit for the course.
- V. When a student is in jeopardy of losing credit for excessive absences, the building principal shall be responsible for reviewing attendance records, determining eligibility for make-up work for excused absences and arranging student make-up opportunities, including deadlines, with teachers.

2. Notice of Absences

The pupil's parent(s) or person in parental relation shall be notified, either by mail or a phone call of a pupil's unexcused absence, tardiness, or early departure according to the following:

- a. When a pupil has not been marked as present for the first period of scheduled instruction and the school has not been previously notified of the absence, the district shall attempt to contact the pupil's parent(s) or person in parental relation to learn the nature of the pupil's absence and notify the parent that the pupil has not arrived at school.
- b. For every three (3) unexcused absences, tardy, early departures, or any combination thereof, the pupil's parent(s) or person in parental relation

shall receive a notice containing the dates, times, and nature of the pupil's unexcused non-presence.

3. Disciplinary Procedure

The pupil may be subject to disciplinary procedures for unexcused absence, tardiness, or early departure including verbal and written warnings, detentions, in-school suspensions, and loss of extra-curricular privileges, as described in the Code of Conduct.

4. Incentives

District teachers shall work with the Building Principal and Attendance Supervision Officer to create and implement classroom based incentive programs for excellent attendance, including, but not limited to, extra credit and additional privileges.

5. Intervention Strategy Development

The Building Principal shall meet each marking period with the Attendance Supervision Officer and other administrators and teachers, as the Building 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 Building Principal determines that existing intervention policies or practices are insufficient, the Building Principal shall notify the Board of Education prior to its annual review of the building's attendance records, of both insufficient practices and any proposed changes needing Board approval to implement. Teachers grades 7-12 will be required to maintain a record of daily attendance for each class taught.

6. Counseling

The District shall provide consistent counseling to students with chronic attendance problems.

E. ATTENDANCE SUPERVISION OFFICER

The Board shall designate a person in each building 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.

STUDENTS WHO WALK TO SCHOOL

We are very concerned about the safety of walking children in and around the school grounds and village streets. Many times the children are not using the sidewalks or crossing streets at the designated areas.

Along with these concerns, we have congested traffic, children not paying attention, and bad weather with slippery roads.

If you have a child who walks to school, **please take time right now to give them appropriate directions and instruction.** Children attending Tioga Elementary School should walk directly to and from school, **using available sidewalks at all times, crossing only at designated crossings.** During bad weather, TES students may enter the Middle School and walk through the corridors to the Elementary building.

We ask that students not arrive at the school before 7:45 a.m. We do not have staff available to supervise these children before 7:45 a.m.

If you must drop your children off in the morning or pick them up in the afternoon, please note the following bus loading and unloading times: High School, Middle School and Tioga Elementary times are 7:45-7:50 a.m. and 2:35-2:50 p.m. It is illegal and extremely dangerous to pass a stopped school bus. Bus Drivers or other personnel will report all such occurrences to the Building Principal, Superintendent or police. Violators will be dealt with in accordance with the laws.

Parents who want their child to ride a bus other than their regularly assigned bus are to provide a note stating the bus they regularly ride, the bus they need to take, and the reason for the request. This note is turned into the office by 8:30 a.m. and a permission slip is given to the bus driver. **Only in an emergency will we accept telephoned bus changes.**

REMINDER ~

Designated pick up/drop off points for parents bringing their children to school are as follows:

- Please utilize the Middle School's southern entrance by using the traffic loop between the Middle School and the Administration Building.
- For Tioga Elementary and High School student drop off, please use the inner traffic loop between the driveway and parking lot at the north end of the campus.
- These points are preferred to decrease pedestrian traffic across Fifth Avenue during busy traffic periods of 7:30-8:00 a.m. and 2:30-3:15 p.m. Please do not enter the driveway during the aforementioned times.
- If you need to enter a building, please use the available parking lots. If it is not during student drop off and pick up times, you may use the driveway in front of the High School building.
- The new access road off Route 17C to the Athletic Facilities and the Transportation Department should be used for those purposes only. New signage indicating "No Thru Traffic" has been installed; please abide by this.

LEAVING THE SCHOOL GROUNDS

Only students living within walking distance may leave the school grounds for lunch. Students must sign out and sign in on a daily basis. Permission must be granted through the building office.

Students staying after school as participants in activities are not to leave the school property while waiting for the player bus or activity. Parents are urged to reinforce this with their children.

CELL PHONES AND OTHER ELECTRONIC DEVICES

The District does not recommend students bring cell phones or other electronic devices (i.e. – iPods, etc.) to school. Those students who choose to do so should keep such items in their locker, as they are not allowed in class. Any student caught with such devices during regular school hours will have such devices confiscated by school staff for the remainder of the day. The student will be able to pick it up in the Main Office.

CODE OF CONDUCT (Plain Language Version)

Student Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions.

A student's dress, grooming and appearance, including hairstyle/color, jewelry, make-up and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments, such as tube tops, halter tops, spaghetti straps, plunging necklines (front and/or back), very brief shorts, and see-through garments or clothing that exposes the midriff will not be allowed.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of head coverings except for a bona fide medical or religious purpose. This includes bandanas.
6. Not include items, including tattoos, that are vulgar, obscene, and libelous or denigrate others on account of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.
8. Not include the wearing of sunglasses.

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 or school personnel (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 hazardous or physically offensive condition by an act which serves no legitimate purpose,
 - j. loitering or trespassing,
 - k. being present on or entering into 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 Use of Computer and Information Technology Policy
 - e. improperly altering documents or records

- f. assisting another student in any of the above actions.
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,
 - 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, vapor or e-cigarettes,
 - 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, under which 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 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 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 of Federal, State or Local Laws
6. Engage in misconduct while on, waiting for, boarding, or getting off from a school bus. It is critical for students to behave appropriately while in or around school buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. The driver is in charge of students and has the same authority as a classroom teacher. The bus driver has the option to assign seats to a student or students. Excessive noise, pushing, shoving and fighting will not be tolerated. Examples of misconduct on a school bus include:
- a. disobeying the reasonable request of the driver
 - b. running to the bus while it is in motion
 - c. riding a bus other than the bus assigned to a particular student without proper authorization
 - d. being disorderly while waiting for the school bus
 - e. waiting for the bus in the highway or street
 - f. crossing the street in a manner such as the bus driver cannot see the student (students should cross 10-12 feet in front of the bus upon a signal from the driver)
 - g. boarding the bus in a disorderly manner
 - h. failure to remain in the seat, unless all seats are taken and the driver directs the student to stand
 - i. failure to sit in the seat assigned by the driver, if a seat is assigned
 - k. disobeying any other part of the Code of Conduct
 - l. bringing animals, glass objects, or aerosol cans on the bus
 - m. extending any part of the body out of bus windows or doors
 - n. tampering with mechanical equipment, accessories or controls
 - o. tampering with emergency exits, opening emergency exits except in case of emergency or as directed by the driver

7. Engage in any form of academic misconduct. Examples of academic misconduct include:
 - a. plagiarism
 - b. cheating
 - c. copying
 - d. altering records
 - e. assisting another student in any of the above actions

Definition of Bullying

"*Bullying*", that is, a variety of negative acts carried out repeatedly over time. Such acts may be 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).

Definition of Cyber-bullying

"*Cyber-bullying*," that is, an attempt to display power and control over someone through misuse of technology, either on or off school campus. Cyber-bullying 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 email messages, instant messages, text messages, digital pictures or images or website postings (including blogs).

District Bullying 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 building's 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 emailed 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:

Kathleen Keene, Principal
Tioga Elementary School
41 Fifth Ave., P.O. Box 241
Tioga Center, NY 13845
607-687-8002

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 a combination:

1. Oral warning
2. Written warning
3. Oral and written warning
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 be used.

Minimum Periods of Suspension

Students who bring a weapon to school will be subject to suspension for one calendar year unless otherwise determined by the Superintendent.

Referrals

1. Counseling - The guidance office shall handle all referrals of students to counseling upon consultation with the building principal.
2. PINS Petition (Person In Need of Supervision) – The District may file a referral for PINS diversion for a student under the age of 18:
 - 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 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.

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 the 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.

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 during school hours 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 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 into a classroom of the building beyond 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 written authorization of the superintendent, whether or not a license to possess the same has been issued to such person.
11. Smoke tobacco, vapor or e-cigarettes, 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 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.

CODE OF CONDUCT STUDENT SUMMARY

DRESS CODE

A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back), very brief shorts and see-through garments or clothing that exposes the midriff are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times (footwear that is a safety hazard will not be allowed).
5. Not include the wearing of head coverings except for a bona fide medical or religious purpose.
6. Not include items including tattoos that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, or disability.
7. Wearing jewelry is prohibited during physical education (including swimming).

PROHIBITED STUDENT CONDUCT

Students may be subject to disciplinary action, up to and including suspension from school when they:

1. Engage in conduct that is disorderly. Examples of disorderly conduct include:
 - a. Running in hallways
 - b. Making unreasonable noise

- c. Using language or gestures that are profane, lewd, vulgar, or abusive
 - d. Obstructing vehicular or pedestrian traffic
 - e. Engaging in any willful act which disrupts the normal operation of the school community
 - f. Trespassing (students are not permitted in any school building, other than the one they regularly attend, without permission from the principal in charge of the building.)
 - g. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account accessing inappropriate web sites or any other violation of the district's Computer Use Policy
2. Engage in conduct that is insubordinate. Examples of insubordinate conduct include:
- a. Failing to comply with the reasonable directions of teachers, school administrators, or other school employees in charge of students, or otherwise demonstrating disrespect
 - b. Lateness for, missing or leaving school without permission
 - c. Skipping detention
3. Engage in conduct that is disruptive. Examples of disruptive conduct include:
- a. Failing to comply with reasonable directions of teachers, school administrators, or other school personnel in charge of students
 - b. Making unreasonable noise
 - c. Engaging in any willful act which disrupts the normal operation of the school community
 - d. Use of cell phones/pagers
4. Engage in conduct that is violent. Examples of violent conduct include:
- a. Committing an act of violence (such as hitting, kicking, punching and scratching) upon a teacher, administrator, or other school employee, or attempting to do so
 - b. Committing an act of violence (such as hitting, kicking, punching and scratching) upon another student or any person lawfully on school property, or attempting to do so

- c. Possessing a weapon (authorized law enforcement officials are the only persons permitted to have a weapon in their possession on school property or at school functions)
 - d. Displaying what appears to be a weapon
 - e. Threatening to use any weapon
 - f. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee, or any person lawfully on school property, including graffiti and arson
 - g. Intentionally damaging or destroying school district property
5. Engage in conduct that endangers the safety, moral, health or welfare of oneself or others. Examples of such conduct include:
- a. Lying to school personnel
 - b. Stealing the property of other students, school personnel, or any person lawfully on school property or attending a school function
 - c. Defamation, which includes making a false or unprivileged statements or representations about an individual or identifiable group of individuals which harm the reputation of the person or the identifiable group by demeaning them
 - d. Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation, or disability as a basis for treating another in a negative manner
 - e. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning
 - f. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm
 - g. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school sponsored activity, club or team
 - h. Selling, using, or possessing obscene material
 - i. Using vulgar or abusive language, cursing or swearing
 - j. Smoking or possessing a cigarette, cigar, or pipe, or possessing/using chewing or smokeless tobacco, or smoking or possessing vapor or e-cigarettes
 - k. Possessing, consuming, selling, distributing, or exchanging alcoholic beverages or illegal substances (illegal substances include, but are not

limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances referred to as “designer drugs”)

- l. Inappropriately using or sharing prescription and over-the-counter drugs
 - m. Gambling
 - n. Indecent exposure, that is, exposure to sight of the private parts of the body and in a lewd or indecent manner
 - o. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher
 - p. Bullying, that is, a variety of negative acts carried out repeatedly over time. Such acts may be 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)
 - q. Cyber-bullying, that is, an attempt to display power and control over someone through the misuse of technology, either on or off school campus. Cyber-bullying 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 a technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images or website postings (including blogs)
6. Engage in misconduct while on, waiting for, boarding or getting off from a school bus. It is critical for students to behave appropriately while in or around school buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. The driver is in charge of students and has the same authority as a classroom teacher. The bus driver has the option to assign seats to a student or students. Excessive noise, pushing, shoving and fighting will not be tolerated. Examples of misconduct on a school bus include:
- a. Disobeying the reasonable request of the driver
 - b. Running to the bus while it is in motion
 - c. Riding a bus other than the bus assigned to a particular student without proper authorization

- d. Being disorderly while waiting for the school bus
 - e. Waiting for the bus in the highway or street
 - f. Crossing the street in a manner such as the bus driver cannot see the student (students should cross 10-12 feet in front of the bus and upon a signal from the driver)
 - g. Boarding the bus in a disorderly manner
 - h. Failure to remain in the seat, unless all seats are taken and the driver directs the student to stand
 - i. Failure to sit in the seat assigned by the driver, if a seat is assigned
 - j. Engaging in behavior which distracts the driver's attention (such as unnecessary conversation with the driver, loud talking, laughter, other noise, or throwing objects within or out of the bus windows)
 - k. Disobeying any other part of the Code of Conduct
 - l. Bringing animals, glass objects, or aerosol cans on the bus
 - m. Extending any part of the body out of bus windows or doors
 - n. Tampering with mechanical equipment, accessories, or controls
 - o. Tampering with emergency exits, or opening emergency exits except in case of emergency or as directed by the driver
7. Engage in any form of academic misconduct. Examples of academic misconduct include:
- a. Plagiarism
 - b. Cheating
 - c. Copying
 - d. Altering records
 - e. Assisting another student in any of the above actions

DISCIPLINARY PENALTIES

Students who are found to have violated the district's Code of Conduct may be subjected to the following penalties, whether alone or in combination. School personnel authorized to impose penalties shall do so consistent with the student's right to due process.

1. Verbal warning
2. Written warning
3. Written notification to parent(s)

4. Detention
5. Suspension from transportation
6. Suspension from athletic participation
7. Suspension from social or extra-curricular activities
8. Suspension of other privileges
9. In-school suspension
10. Removal from classroom by teacher
11. Short-term suspension (five days or less) from school
12. Long-term suspension (more than five day) from school
13. Permanent suspension from school

CARE OF SCHOOL PROPERTY

The school district provides most textbooks to students in the district at no cost. Every student is obligated to give his books the best of care. They are to be used, not abused. Students are responsible for the proper care of all books, supplies and furniture supplied by the school. Charges will be assessed for books that have been damaged.

Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done to replace the item at today's cost.

SPECIAL DIETARY NEEDS

In many cases the regular school menu can be modified to accommodate children with special dietary needs due to health reasons. Please submit a physician's letter of need for a special diet to the school nurse. A modified diet will be planned by a dietician using regular foods from the menu.

SPECIAL HEALTH PROBLEMS

Students with health problems are to report to the school nurse at the beginning of the school term or when such a problem arises. Special problems include vision, hearing, diabetes, epilepsy, rheumatic fever, recent surgery, medication or anything that might limit the student at school (ie. – cast, crutches etc.).

MEDICATION DURING SCHOOL HOURS

MEDICATIONS ARE NOT TO BE CARRIED BY STUDENTS DURING THE SCHOOL DAY.

State law now requires that medications given in school shall be prescribed by a licensed prescriber. **This written order and also written parental permission** needs to be brought to the building nurse and must include:

- Student's name and DOB
- Name of medication
- Frequency/time of administration
- Prescriber's name/title/signature
- Self administration orders, if not indicated

All prescription and non-prescription medications are to be delivered by the parents to the school nurse. Students are not to transport any medications.

In the event prescribed inhalers are to be self-administered by the student with severe asthma, **the above requirements remain in effect. Written permission is needed by the parent and licensed prescriber.** The exception is that the student may then carry the inhaler on his/her person. Any student found to be carrying and self-administering medication not covered by the above procedure will be directed to turn over such medication to the building principal.

Whenever a child receives a prescription from a prescriber, you should ask the pharmacist for TWO labeled containers so the school can have one of them. Then place the number of tablets, capsules, etc. as will be required (for the duration of the treatment) for dispensing in school, into the school's container and deliver as directed above.

If you have any questions in regard to this information, please feel free to contact the nurse in your child's building. (See contact information on last page)

PHYSICAL EXAMINATIONS

The school district will provide physical examinations as prescribed by State Education Law.

As further required by state law, vision and hearing tests will be made of each student as provided by Education Law as follows:

Vision Screening (Color Perception & Near Vision) Grades UPK, K, or New Entrants

Vision Screening (Distance Acuity) Grades UPK, K - 3, 5, 7, 10, or New Entrants

Hearing Screening Grades UPK, K, 1, 3, 5, 7, 10, or New Entrants

The school district will provide physical examinations by the school physician for all students who are legal residents within the school district wishing to obtain working papers and who did not have an applicable school physical.

The school district will provide proper physical examinations for interscholastic sports as prescribed in State Education Department regulations. If a participant suffers serious injury or illness, the student will not be readmitted to the sport unless his readmission is approved by the school physician or the participant's attending physician after a reexamination has been conducted. All final determinations of participation rests with the school district.

As part of the required school health examination, a student is weighed and his/her height is measured. These numbers are used to figure out the student's body mass index or 'BMI'. The BMI helps the doctor or nurse know if the student's weight is in a healthy range or is too high or too low. Recent changes to the New York State Education Law require the BMI and weight status group be included as part of the student's school health examination. Legislation passed in 2007 amends Education Law Sections 903 and 904 to provide for a system to assess the prevalence of childhood obesity throughout New York State. Each year, a 50% sample of public school districts (excluding those in the five boroughs of NYC which are exempt from NYS Education Law Sections 903 and 904) will be notified of their selection to report aggregated student weight status category and health conditions information to the New York State Department of Health (NYSDOH). Each school district will be required to report every other year.

If you do not wish to have your child's weight status group information included as part of the Health Department's survey, please contact the nurse in your child's school building for the form you will need to complete to exclude them.

In 2007, a law was passed that requires New York State public schools to request, or ask for, a dental health certificate of students, at the time of school entry and in grades K, 2, 4, 7, and 10, declaring their dental health condition. Effective with the 2008/2009 school year, schools must notify parents or guardians to request a dental health certificate and must provide a list of dentists upon which students who need dental examinations may be referred on a free or reduced cost basis.

Education Law Section 903 requires students to furnish a health certificate upon entry into a school, or upon entry into grades K, 2, 4, 7, and 10. Chapter 281 of the Laws of 2007 amended Section 903 to require school districts to request dental health certificates upon a student's entrance into school, or upon entry into grades K, 2, 4, 7 and 10. Failure to provide such a certificate does not preclude a student's attendance at school.

CONTROL OF HEAD LICE

In an effort to control the spread of head lice in the schools, some, or all, of the following procedures may be implemented if necessary:

1. Upon discovery of active head lice, the parents will be contacted and the child will be sent home for appropriate treatment. If parents cannot be reached, placement of the child will be at the discretion of the building principal and nurse.
2. When an active case of head lice is discovered the entire class and any known contacts will be checked for head lice. A letter will be sent home with all students to inform parents of lice exposure and to instruct them on the importance of checking their child's head at home.
3. A child may return to school when proper treatment is instituted. The school nurse will inspect for active head lice before returning to class. Nit removal is encouraged, but is not required to return to class. If it has been deemed that appropriate measures were not taken to eradicate the lice, the child will be sent home until they have been met.
4. The child will be rechecked at the nurse's discretion until it is deemed that the lice infestation has been eradicated.
5. Final determination and interpretation of individual cases pertaining to this policy rests with the building principal.

**Insert 2017-18 School Year
NYS Immunization Requirements
For School Entrance/Attendance
Sheets (2 pages)**

Medical or Religious exemption from this requirement:

There are two exemptions from this requirement:

1. a medical exemption consisting of a written statement from a physician licensed to practice medicine in the State of New York stating that there is a valid medical contraindication to the student receiving the booster vaccine, or
2. a statement of religious exemption written by the parent(s) or guardian(s) of the student stating they hold genuine and sincere religious beliefs which prohibit the immunization of their child. A religious exemption must be approved by the superintendent, principal, administrator, or person in charge of the school, and the principal may require additional documents to support the application. Secular principles, including philosophical exemptions are not allowed.

In the event of an outbreak, any child who is not immunized must be excluded from school for the duration of the outbreak.

STUDENT DRIVERS

Our responsibility here is with the control of traffic on school property. Students driving to school are to get a permit from the High School Main Office. Student drivers are to park in the designated parking areas to prevent hazards when the buses are loading and unloading. Drivers park vehicles on school grounds at their own risk. The district is not obliged to assume responsibility for damage done to parked vehicles.

Students are to follow safe driving practice on school grounds. Student drivers should lock their cars before entering the building. Students are not allowed to use their vehicles to transport other students home without verification by the principal or written authorization from parents of all parties involved. Failure to follow all rules as outlined on the student driver permit will result in a loss of driving privileges at school.

Our experience with students driving to the BOCES Center has not been good. We are requesting all students go to BOCES by bus except for emergencies. A direct telephone call to the High School Principal at 687-8001, will clear the permission to drive.

Remember, no riders, as a great insurance exposure exists here. Of course, we will allow Auto Mechanic students to take their cars to BOCES for repair work as per their instructor's request. The BOCES Center has a permission form for doing this. If a

student abuses the privilege of driving to school, the disciplinary code will be applied to this area of concern.

EYE SAFETY

There are many children who need to wear glasses at all times. This presents some problems in the physical education classes where there is exposure to eye injury and eye glass damage. The costs of repairing eyeglasses are high and then, of course, there is some inconvenience running to the eye doctor. Parents are advised to consider the purchase of protective goggles should this become a concern. ALSO, many times there are glasses in our "Lost and Found". Some are never claimed. Call the Main Office before you buy another pair.

STUDENT ELIGIBILITY SYSTEM

"Eligibility" here refers to permission for the student to participate in school sponsored extracurricular activities, based on the student's curricular schoolwork.

Purpose: The purpose of this program is to maintain academic standards in the school district. This system also provides the student with an opportunity to get the extra help or do the work needed in order to be successful academically.

Explanation of System: Teachers may turn Progress Reports into the Guidance Office each Monday. An "Eligibility Listing" is generated and updated weekly from the failing progress reports (64 or below). When a student is on this list for failing 2 or more courses, he/she is considered "entered into the system" for a 25 school day period. ALL progress reports are mailed home to the parent/guardian.

Once a student enters the system, he/she must meet with either the Guidance Counselor or the Athletic Director. The student is then encouraged to attend the after school study hall to try to prevent becoming ineligible. The student may, however, choose not to attend the after school study hall and become immediately ineligible for 25 school days.

If a student drops a course while failing it, it is still counted in the Eligibility System for 10 school days.

If a student is on the Eligibility Listing with only one failing course, they are not considered "entered into the system". However, the course will remain on the list until

the student notifies the Guidance Office of a passing grade in that course by means of a "pink slip" signed by the appropriate teacher.

Probationary Status: If the student chooses to attend the after school study hall, he/she must attend every study hall for a five week period. After school study hall will be held every Tuesday and Thursday from 2:50 p.m. to 5:10 p.m. Students MUST stay the entire time. However, students who have a scheduled extracurricular activity or sport (game or practice) will be dismissed from the study hall at 3:50 p.m. After attending the study hall, the student may then participate in his/her extracurricular activity or sport (game or practice). If the student has an away game, he/she must still attend the study hall depending on his/her bus departure time. If a student has a home game, he/she must attend the study hall BEFORE the game.

At the end of the 5 week probationary period, the student will get his/her updated averages for the courses he/she was failing from his/her report card or 5 week report.

At this time, if the student is still failing two of the courses he/she was failing at the time he/she entered the study hall, he/she will automatically become ineligible for 15 school days (this completes the original 25 school day period). If the student has passing grades in the subjects he/she was failing and did not receive additional failing progress reports, he/she is off probation. (NOTE: The student can have one failing grade and still get off probation.)

Students are not allowed any absences from the after school study hall. If a student who is on probation fails to report to study hall (unless absent from school), he/she automatically becomes ineligible for the remainder of their 25 school day period. Students who have legitimate excuses for not attending study hall must first meet with either the Guidance Counselor or Principal for permission. When students are made ineligible, parents are notified, by mail, of this change in their child's probationary status. The study hall monitor reports the attendance in the study hall to the Guidance Office daily.

Any student may attend the after school study hall. It will be open to any student who voluntarily chooses to use the time and structure to work on their academics and/or receive extra help.

Rules for After-School Study Hall:

1. The student must arrive by 2:50 p.m.
2. The student must bring work to do.
3. There will be assigned seats.
4. The student must have a pre-signed pass from a teacher in order to leave the study hall for the purpose of getting extra help from **that** teacher.
5. No talking or horseplay; iPods, cell phones and other electronic devices are not allowed.

A violation of any of these rules will result in a student being immediately asked to leave the study hall and the student will automatically become ineligible for the remainder of his/her 25 school day period.

Eligibility: The ineligibility period runs for 25 school days. Once a student becomes ineligible, he/she is not permitted to participate in practice, games, clubs or contests, nor drive to school until the end of the 25 school day period. All athletic gear must be turned in to the Athletic Director. Ineligible students may not attend any athletic events or school dances including the Prom.

Radios, Walkmans, Tape Players, Cellular Phones, iPods, or any other electronic devices that emit sound:

This equipment is not allowed in the building during regular school hours. They are also not allowed on the buses during regular bus runs. Exception: BOCES students may have walkmans on the BOCES bus.

SERVICES

ACCIDENTS

If an injury should occur during the school day, these are to be reported immediately to the school nurse. If an injury occurs during extracurricular activities, it must be reported to the coach or advisor immediately.

INSURANCE PROGRAM

The district's policy **IS ONLY IN EXCESS** of those benefits payable under family and/or employer policies. The claim must be filed with other carrier(s). After final settlement, a completed claim, Affidavit of Attending Physician (front) and Parent Information (back) shall be returned to the school at the earliest possible date. **There is a possibility that the family insurance and the school insurance may place claim limits for medical services. Therefore, the total costs may not be covered.**

The main provisions of the school district's pupil policy are as follows:

1. Pupil shall report injury to the teacher at time injury is sustained. When the pupil receives medical treatment, notify the school at once. You have **45 days** from the date of injury to seek medical treatment. Verify with school authorities that your child's injury was reported to Pupil Benefits Plan.
2. Obtain a claim form from the district and submit it with your **itemized bills** no later than one year from the date of injury. This must be done even if treatment is **not completed**. If you have health insurance that covers your child also include the **Explanation of Benefits or Rejection of Benefits** notice from your carrier.
3. Double check that you have answered all questions on the claim form. Slashes/dashes or blank spaces do not constitute as answers. Be sure bills are itemized. Benefits cannot be determined from balance due statements.
4. When submitting additional bills or correspondence at a later date, include the school district, child's name, and the date of injury.

5. Please **write legibly**. Always check photocopies for clarity.
6. By following these procedures you will help us settle your claim as swiftly as possible. Submitting incomplete claim information will delay your settlement. If you need special assistance simply call Pupil Benefits at 518-399-0510 between the hours of 9:00 a.m. and 4:00 p.m., Monday thru Friday.
7. If your child is injured while participating in an interscholastic sport, the physician's discharge date and allowance to return to participation terminates benefits for that injury. Coverage will be reactivated on that date for any subsequent injury.
8. **FINAL DATE FOR SUBMISSION OF CLAIM TO THE PLAN OFFICE SHALL BE ONE YEAR FROM THE DATE OF INJURY.**

WORK PERMITS

Minors under 18 years of age are required to have a working permit in order to be employed either part time or full time in most positions. Students should follow this procedure:

1. Apply for and receive social security number.
2. Apply to the High School Office for an application; bring your birth certificate as proof of age.
3. Arrange for a physical exam.
4. Complete the application and sign it. Have it signed by parent, physician or employer.
5. Return the application to the High School Office. Student will be issued a working permit.
6. Take the permit to employer. He will sign one part and return it to the school and retain the other part for his/her files.

FIRST AID

The school renders first aid or emergency treatment only in case of sudden illness or injury to a pupil or a member of the staff. Further medical attention of the case of a student is the responsibility of the parent or guardian or person designated for emergencies.

The school nurse performs first aid and emergency care. In the event that the school nurse is not available, the principal renders first aid as necessary or designates a more qualified person to do so.

The school physician will establish first aid procedures for the school district and will keep such procedures up to date. These procedures will be made known to the staff and will incorporate the following requirements:

1. Medical treatment by the school district is limited to the administration of first aid. The school's objective is to place the ill or injured student in the care of the home or family physician as soon as possible.
2. First aid supplies and materials are kept and maintained in each school and on each school bus.
3. No drugs will be administered by school personnel unless authorized by a physician.
4. In all cases where the nature of an illness or an injury appears serious, the parent or guardian will be contacted if possible, and the instructions on the child's emergency card followed. Thus, in extreme emergencies, arrangements may be made for the child's immediate hospitalization whether or not the parent or guardian has been informed in advance.
5. Young children who are ill or injured will not be sent home alone, nor will an older child, unless the illness is minor.

FREE AND REDUCED PRICE FOOD SERVICES

The nutrition of district students is an important factor in their educational progress. The school, therefore, participates in federally funded school lunch programs, and shall provide free or reduced price food services to qualified district students. The Food Service Office, Kristy Robertson (telephone # 687-8006 x2) will provide further information upon request.

Application forms can be obtained from the Main Office in any school building. The completed form must be returned to the Food Service Office who will notify the applicant of approval or denial of the free lunch request. Parents may appeal a denial by contacting the Superintendent. Records of students receiving a free lunch are kept confidential.

SCHOOL MEALS

We participate in the *ROCK ON CAFÉ* program with many other schools in our BOCES area (Broome and Tioga Counties). This program meets high nutrition standards with emphasis on whole grains and fresh fruits and vegetables.

A computerized meal accounting system is used in all buildings. This system promotes confidentiality and allows parents the convenience of prepayment on their child's account. If your child makes purchases at school, we encourage you to pay for meals and snacks in advance. We also encourage prepayment by checks made payable to Tioga Central School or prepayment made with a credit card online by following links from the school website, www.tiogacentral.org. Call the Food Service Office at 687-8006 x2 with any questions.

CHARGE POLICY: CASHIERS: Monitor account balance. In all schools stop ala carte purchases, when balance reaches zero. In the elementary school, snack milk/juice is stopped when the account balance reaches negative \$10.00.

Student's grades 2 – 12 are verbally reminded that their balance is low and that they are out of money.

HEAD CASHIER:

Once a week for both Elementary and Middle school students, the **HEAD CASHIER** sends home a small memo (1/5 page) if their balance is below zero. The memo is

dated, states the balance, gives information for online pre-payment and reminds parents that ala carte purchases are prohibited when the balance is zero. Memos are placed in teacher's mailboxes for distribution.

Weekly emails will be sent to families with a negative or low positive balance if they have provided an email address to the district as part of their contact information.

Once a week monitors negative cash lists for all schools. When a student has charged up to 12 meals, a letter will then be mailed home on Friday stating that effective the following Wednesday charges will no longer be permitted. A peanut butter meal (peanut butter sandwich, two sides and milk) will be offered when needed (student has no money for meal) until the balance is ***paid in full***. Students will ***not*** be charged for this meal.

Sends **PRINCIPAL** a list of students receiving letters and notifies **FOOD SERVICE STAFF and CASHIERS**.

CASHIERS will remind students that money is needed or that they will need to select a peanut butter meal beginning on Wednesday. A peanut butter meal may be selected for up to five days per incident at no charge to student. Cashiers will count this meal as a new student meal so some reimbursement may be recovered. If the student selects a peanut butter meal for more than five days then the cashier notifies the **HEAD CASHIER** who will in turn notify the **PRINCIPAL**.

PRINCIPAL:

If the above measures do not resolve the negative meal account balance or if the student continues to require a peanut butter meal beyond five days, the **PRINCIPAL** will mail home a letter which notifies the parent that report cards will be held until either the balance is paid in full or they contact the **Head Cashier** and set up a payment plan.

FACILITIES

SCHOOL CLOSING

In the event of severely inclement weather or mechanical breakdown, school may be closed or the starting time delayed. The same conditions may also necessitate early dismissal. School closing, delayed starting time or early dismissal will be announced over radio and television stations. Reports in the morning will be between 6:15 a.m. and 7:30 a.m. If no report is heard, it can be assumed that school will be in session. **Please do not call the school.** Telephone lines must be kept open for emergencies.

Notifications: WAAL – WNBF – WSKG – WATS – WHWK – WMXW – WETM –
WBNG – WIVT/WBGH – YNN NEWS 10

****The District now has an automated system to alert you to any closings/emergencies. It is important to keep your contact information up to date for this system to be effective. You can do this by completing the student information card at the start of the school year – and by calling the main office as any changes occur during the year.**

The School Breakfast Program on delayed openings will be modified as follows:

- 1 hour delay – cereal, juice, and milk only
- 2 hour delay – no breakfast program will be offered

SAFETY PROGRAMS

The school district has done advanced planning for the safety of students and staff in the event of emergencies. There are detailed, written plans for all emergency evacuations of the building. Briefly, these plans include:

Fire Safety: The school follows the requirements of state laws pertaining to fire drills and fire safety. Twelve evacuations are done each year to acquaint everyone with the procedures as well as four lockdown drills.

Disaster Plans: There are plans in the event a disaster strikes our area. The first plan calls for a routine evacuation, sending students home on a regular bus dismissal procedure. The second plan, if we are

ordered to evacuate immediately, calls for the bus fleet to mobilize using emergency drivers and take the students and staff away from the area to a rendezvous point.

Bomb Threats: There is a plan to handle this kind of emergency. Local authorities may be called in to assist school personnel so that a safe, orderly procedure can be followed.

Bus Accidents: A procedure has been established to handle this kind of emergency. In the event of an accident, information may be obtained by calling the Administration Office at 687-8000.

Emergency Plan: A Comprehensive Emergency Management Plan has been developed and is revised annually. It is available for review and inspection in the Business Office between the hours of 8:00 a.m. and 4:00 p.m.

VANDALISM

Every citizen and resident of the district, all staff members, students and the police department should report any incidents of vandalism of property to the school district and the names of the person(s) believed to be responsible.

If the Board or Superintendent determines, after investigation of the facts, that legal action against a parent or legal guardian should be brought to recover costs for damages caused by willful, malicious or unlawful act(s) of their child or a child they have custody of, it will direct the school district attorney to institute and prosecute such suit. All information pertaining to the investigation will then be forwarded to the district attorney.

The school district has enjoyed a very low amount of loss from vandalism. Our students have shown a respect for the buildings and grounds and we hope this attitude continues.

ASBESTOS MANAGEMENT PROGRAM

Under standards established by the Asbestos Hazard Emergency Response Act (AHERA), the Tioga Central School District has developed an asbestos management plan. This plan is available in the Main Office of each building and the District Office. If you wish to review the plan with school officials, please call the Director of Facilities at 607-687-8000.

NEIGHBOR NOTIFICATION

(Laws of New York State, Chapter 285, Section 409H)

The Tioga Central School District recognizes that control of pests and use of pesticides can pose some risks to humans and the environment.

The objective of the school district is to maintain its school buildings and grounds in a safe manner by minimal use of pesticides and herbicides and utilizing an Integrated Pest Management Program.

The school district shall provide written notice to all parents/guardians and staff concerning pesticide/herbicide applications at the beginning of each school year.

“This memo is to inform you that pesticides/herbicides may be used on occasion during the school year. Integrated Pest Management will be used as the primary pest control method, with some herbicide application for turf maintenance.”

The school district is required by law to maintain a list of parents/guardians and staff members who request receipt of a 48 hour notice of pesticide application. Persons desiring to receive such notifications should register a request with the building principal, who will maintain the notification requests and inform the Director of Facilities.

Persons who have any questions concerning pesticide/herbicide applications should contact the Director of Facilities at 607-687-8000.

In addition to the 48 hours notification, the district shall provide written notification to all parents/guardians and staff of any applications that may have occurred at the following intervals:

- Within 10 school days of the end of the school year
- Within 2 school days of the end of winter recess
- Within 2 school days of the end of spring recess

COMMUNITY USE OF SCHOOL FACILITIES

All scheduling of use of the building and grounds must be made in writing through the school superintendent's office **a minimum of one week in advance** of the date desired. Detail the name of organization, reason for use, and representative of the organization who will be the responsible party. A form for this request may be obtained in the office of the superintendent.

The requesting organization is required to furnish a Certificate of Liability Insurance to the school district prior to using the facilities and will hold the school district **harmless** for loss, damage, or expense of any kind.

All organizations will leave the building, contents and grounds in as good a condition as they were found. Any unnecessary damage to building and contents will have to be paid for.

ACTIVITIES

The Board recognizes only those passes for team coaches, cheerleading advisors, managers, ticket takers and sellers, proctors, video crew members and those with recognized IAC or Section IV passes.

The Board also recognizes free admissions for senior citizens to all school sponsored activities and events. The senior citizen (65 or older) may obtain the pass from the High School Office. These lifetime passes need only be issued once to the senior citizen and will be honored only to the holder.

SEASON PASSES

Passes are available in the High School Office for all athletic contests for the school year. Prices are as follows: Adults - \$20.00; Students - \$15.00; Families - \$40.00. This is a bargain ~ we advise everyone to look into it.

ANSWERS FOR SCHOOL PROBLEMS: If you have any problems needing answers, call and ask for:

<i>Finance, Building Use, Personnel, Major District Issues, Community/School Relations</i>	Mr. Scot E. Taylor Superintendent of Schools staylor@tiogacentral.org	687-8000
<i>Grade 9-12 Students</i>	Mr. Joshua Roe Principal, High School jroe@tiogacentral.org	687-8001
<i>Grade 5-8 Students, Athletic Director</i>	Mr. Willard Cook Principal, Middle School wcook@tiogacentral.org	687-8004
<i>Grades 1-4 & CSE Chairperson</i>	Mrs. LuEllen Hoyt Principal, Elementary School lhoyt@tiogacentral.org	687-8002
<i>Grades UPK-K, CPSE Chairperson, Curriculum & Emergency Mgmt. Coordinator</i>	Mrs. Kathleen Keene Principal, Elementary School kkeene@tiogacentral.org	687-8002
<i>Transportation/Bus Garage</i>	Mr. David VanDusen, Sr.	687-8003
<i>Maintenance/Custodial Services</i>	Mr. David Keene	687-8000
<i>Food Service Director Cook Manager</i>	Mr. Tom Nunn Mrs. Kristy Robertson	757-2817 687-8006 x2
<i>District Treasurer</i>	Mrs. Kendra Seaver	687-8000
<i>Guidance Department</i>	Mrs. Leanne Schneider Mr. Spencer Wallach	687-8005 687-8005
<i>School Nurses</i>	Mrs. Penny Richter (HS/MS) Mrs. Sarah Sturdevant (TES)	687-8006 687-8002