

HIGH SCHOOL



UNION SPRINGS
CENTRAL SCHOOL DISTRICT

Home of the Wolves

HANDBOOK
23-24



DEAR PARENT(S)/GUARDIAN(S)

Welcome back to what I am sure will be an exciting year at Union Springs High School. This handbook is a valuable tool to ensure everyone, including students, parents, and staff, knows our shared mission and vision. It outlines our academic programs, extracurricular activities, and key policies on attendance, behavior, and safety. By familiarizing yourself with this handbook, you will be better equipped to participate actively in our educational journey and create a positive learning environment for all.

Open communication and collaboration between school and home are crucial for a student's success. I am excited to announce the implementation of Parent Square, an innovative communication platform that will further enhance our school's connection with parents and guardians. More information on Parent Square will be available soon.

Please take the time to read through the handbook carefully and discuss its contents with your child. Our dedicated staff will gladly assist you if you have any questions or need further clarification. Look out for our newsletter, follow us on Twitter, and check out the high school website to stay informed of important dates.



GO WOLVES!

Mr. Dentel,
High School Principal

SCHOOL MISSION STATEMENT

Our mission at Union Springs is to provide the opportunity for all students to reach their maximum educational potential and to foster positive growth in social and emotional behavior and attitude. We believe that these goals can be attained by the cooperation of all those directly related to the school – most importantly the students, as well as parents, teachers, administration, Board of Education, community, and all available support services. The teachers and administrators of Union Springs Schools believe that ALL students should learn and achieve mastery of basic grade level skills, regardless of family background, previous academic performance, social/economic status, race, or gender. This Mission Statement will be subject to yearly review by the faculty.

NOTICE

Unique and unforeseen circumstances encountered will be reviewed and determinations, regarding expectations or procedures, will be made within the spirit and intent of the section under review. All expectations and procedures contained within this handbook are subject to further evaluation by the building Principal.

COMMUNICATION

Parents are encouraged to communicate with teachers regarding any issue. The following is a list of names and email addresses that parents can use to communicate with teachers and staff.

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PARENT/STUDENT HANDBOOK

A GUIDE TO STUDENT RIGHTS, RESPONSIBILITIES, AND DISCIPLINE

Equal Opportunity Statement

We encourage students to develop and achieve their individual educational goals. The Union Springs Central School District hereby advises students, parents, employees and the general public that it offers employment and educational opportunities including career and technical educational opportunities without regard to age, color, disability, ethnicity, marital status, national origin, race, religion, sex, gender identity and expression, sexual orientation or veteran status.

Inquiries regarding compliance with Section 504 may be addressed to:

Mrs. Renee Munn,
504 Compliance Officer
239 Cayuga Street,
Union Springs, NY 13160
Telephone: 315-889-4117

Inquiries regarding compliance with Title IX may be addressed to:

Sheila LaDouce and/or Jason Dentel,
Title IX Officers
239 Cayuga Street,
Union Springs, NY 13160
Telephone: 315-889-4110

Alternate formats: Whenever possible this handbook may be translated or an interpreter made available upon request. This document can also be reproduced in large print.

Electronic access: This document can be viewed at the Union Springs website www.unionspringscsd.org

Detailed Procedures Document: A copy of the Detailed Procedures document may be obtained from the District website or by calling or visiting any school main office.

Compliance: This plan meets the requirements of the Project SAVE legislation (Education Law section 28(1) and section 100.2(1) of the New York State Commissioner of Education Regulations.

This manual is intended to guide students, staff, and parents/guardians in fostering appropriate student behavior and discipline in the Union Springs Central School District. The Superintendent or his designee will review the manual yearly and update it in light of changes in student needs, laws, court interpretations, and Union Springs Central School District policies; the Board will subsequently review and approve it.

TABLE OF CONTENTS

Student Rights & Responsibilities.....	6-7
Alcohol & Drug Use.....	8
Bullying	9-13
Computer Networks & Student Devices	14-15
Dress Code.....	16-17
Search, Seizure and Student Privacy Rights	18-19
Tobacco.....	20
Transportation.....	21-22
Weapons.....	23-24
Discipline Procedures	25-27
Discipline Procedures for Students with Disabilities.....	27
Discipline Code	28-29
Grievance Procedures for Students	30
Frequently Asked Questions	31
Eligibility Policy.....	32-33
Student Services.....	34-36
NYS Diploma/Credential Requirements.....	37-45
Programming Options.....	46-47
Academic Counseling.....	47
Report Cards and Grading.....	48-49
Attendance	50-51
Student Activities	52-53
Student Privileges & Guidelines.....	54-56
Library Media Center.....	57
Security	58-59
Appendixes.....	60-69

STUDENTS' RIGHTS & RESPONSIBILITIES

The entire staff of the Union Springs Central School District takes seriously our role in educating and supporting the rights and responsibilities of our primary stakeholders, you the students who are the sole purpose behind why our schools exist. Our invested purpose is to help foster your educational development in becoming increasingly more active, understanding, respectful and responsible citizens in our society. As members of our community of schools, and as student citizens...

- You have the right to have established rules and policies available and clearly explained to you, and to have these applied in a fair and consistent manner.
- You have a responsibility to be familiar with and abide by all district policies, rules and regulations dealing with student conduct expectations.
- You have the right to learn in a safe, inclusive, environment free of emotional, physical or cyber bullying, harassment or bias.
- You have a responsibility to contribute to ensuring the school environment is conducive for learning and is a place that feels safe and respectful for all.
- You have the right to have your personal identity respected including your family culture, language and values.
- You have a responsibility to learn about issues of difference and commit to fostering an anti-bias school culture.
- You have the right to identify and express your gender identity freely without fear of being harassed, bullied, excluded or treated in a biased fashion.
- You have the responsibility to treat others who may not express their gender in traditional ways in a respectful and inclusive fashion.
- You have the right to expect all students and staff to be vocal advocates should they witness you not being treated respectfully or safely.
- You have a responsibility to speak-up and take action when you see or are aware of injustice or inappropriate behavior towards others or the school.
- You have the right to attend school.
- You have a responsibility to attend school unless you are legally excused and to be in class on time, fully prepared to engage as an active learner.
- You have the right to have an enriching and appropriately challenging educational experience that recognizes and supports your individual learning needs, personality, and talents.
- Further, you have the right to be taught by highly committed, communicative and caring professional educators, and to have objectives and expectations clearly explained for all aspects of the curriculum including but not limited to grading policies and assignment due dates.
- You have a responsibility to give your best effort in all your academic and co-curricular pursuits, and strive toward the highest level of achievement.
- You have the right to seek and expect guidance and support for your academic and emotional needs.

STUDENTS' RIGHTS & RESPONSIBILITIES (CONTINUED)

- You have a responsibility to work to develop the skills that allow you to appropriately advocate for your learning needs.
- Furthermore, you have the responsibility to solicit help in mediating and solving problems that may otherwise lead to a breach of the commitment to the learning and safety for yourself and others.
- You have the right to dress according to your own individual sense of style and personality (in accordance with the established Student Dress Code).
- You have a responsibility to dress appropriately for school and related functions (in accordance with the established Student Dress Code).
- You have the right to attend sanctioned school sponsored activities or events.
- And in doing so, you have the responsibility to conduct yourself as a respectful representative of the Union Springs Central School District when attending and participating in any school-sponsored activity or event and to do so to the highest standard of decorum.
- You have the responsibility to respect the rights and interests of classmates who wish to participate in the Pledge of Allegiance or salute.



ALCOHOL & DRUG USE

You have the right to: a safe and drug-free school environment. You have a responsibility to: contribute to a safe environment and give your best effort without compromising either by using alcohol or drugs. You also have a responsibility to think about the impact of substances that you put in your body and to be aware of their impact.

Policy/background: Refer to Board Policy 7430

No student shall use, possess, sell, or distribute alcohol and/or other substances on school grounds or at school sponsored events. No student shall use or possess drug paraphernalia, or be under the influence of drugs or alcohol, on school grounds or at school-sponsored events.

The term "alcohol and/or other substances" includes, but is not limited to, alcohol, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alikes, and any of the substances commonly referred to as "designer drugs." The inappropriate use, possession, sale or distribution of prescription and over-the-counter drugs is also prohibited.

Students who violate this policy will be suspended immediately from school.

What happens when students are suspected of using (or being under the influence of) alcohol or other substances?

During the school day, the student is sent to the principal's office and assessed by the school nurse. If it is determined the student has consumed alcohol or other substances, parents or guardians are notified and must come get the student. Local law enforcement is contacted if administrators deem it necessary.

At school events or on school grounds after school hours, an administrator attending the event will determine if alcohol or other substance use is involved. If so, the administrator notifies the parent/guardian and local law enforcement if deemed necessary.

Students in violation of the alcohol and drug use policy face suspension from school and can also be excluded from all curricular, extracurricular activities, including sports. Additional and alternative sanctions are also possible.

What if the person involved with alcohol or drugs is not a student?

All people are prohibited from school grounds or school-sponsored events if they exhibit behavior, conduct, or personal characteristics that indicate they used or consumed alcohol and/or other substances or if they sell, distribute, or possess alcohol and/or other substances.

Does the district offer any help to those involved with alcohol or substance use?

The district will assist students involved with alcohol or other substances in choosing healthier and more productive behaviors and will provide information about third-party service providers to help students with substance abuse problems.

What about prescription and over-the-counter medicine?

The families of children who have conditions requiring medication during school hours must arrange with the school nurse for the administration of medication at school. Medicine must be brought directly to school by parents or guardians and may not be transported by students.

BULLYING

You have the right to: learn in a safe, inclusive, environment free of emotional, physical or cyber bullying, harassment or bias.

You have a responsibility to: contribute to ensuring the school environment is conducive for learning and is a place that feels safe and respectful for all. And if it's safe, to intervene as a helpful bystander ("upstander") and/or report instances of bullying, harassment, hazing, etc. using the Bullying Reporting Form.

Policy/background: See Board Policy 7424

The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality. The Board recognizes that discrimination, such as harassment, hazing and bullying, are detrimental to student learning and achievement. These behaviors interfere with the mission of the District to educate its students and disrupt the operation of the schools. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

The Board of Education condemns and strictly prohibits all forms of discrimination, such as harassment, hazing, intimidation and bullying on school grounds, school buses and at all school-sponsored activities, programs and events. The following definitions are provided below to assist educators, families, students and the community with bullying prevention and intervention efforts.

All administrators, faculty, staff, parents/caregivers, families, volunteers, and students are expected to refuse to tolerate harassment, hazing, and bullying and to demonstrate behavior that is respectful and civil. Furthermore, off-campus misconduct that endangers the health and safety of students or staff within the school, or can reasonably be forecast to substantially disrupt the educational process is prohibited. Examples of such misconduct include, but are not limited to:

- Cyberbullying (i.e. inflicting willful and repeated harm through the use of electronic text).
- Threatening or harassing students or school personnel over the phone or other electronic mediums.

Therefore, discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds which can be reasonably expected to materially and substantially interfere with the requirements of appropriate discipline in the operation of the school or impinge on the rights of other students may be subject to disciplinary consequences.

Definitions:

Discrimination: Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities to an individual or group of people because of the group, class or category to which that person belongs.

Bullying: Bullying is any gesture or written, verbal, electronic, social, graphic, or physical act that is perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice

BULLYING (CONTINUED)

based upon any actual or perceived characteristic, such as race, color, religion, religious practice, ancestry, national origin, weight, ethnic group, socio-economic status, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under policy 7424

The most common forms of bullying include:

- **Physical:** including but not limited to hitting, kicking, physical attacks, spitting, pushing, slapping, poking, tripping or causing to fall, scratching, any unwanted physical contact, taking or damaging personal belongings;
- **Verbal:** including but not limited to taunting, malicious teasing, name calling, making threats, laughing at the expense of another, racial slurs, homophobic language, any unwanted or unreasonable verbal conduct directed toward or affecting another person that annoys, disturbs, frightens, insults, or offends;
- **Psychological:** (also known as relational aggression, indirect or social bullying, covert aggression) including but not limited to spreading rumors, manipulating social relationships, turning people against each other, social exclusion, extortion, shunning, intimidation, ruining someone's reputation, humiliating, sharing someone's private information, giving dirty looks or aggressive stares, or teasing about clothing or one's looks;
- **Cyberbullying:** including but not limited to the use of cell phones, e-mail, YouTube chat rooms or social networking (or other electronic modalities) to harass, threaten or intimidate someone and can be transmitted by video, picture or words. Types of cyber bullying can include but are not limited to: posting, sending or forwarding inappropriate or derogatory messages or images, spam, viruses, humiliating messages; sharing private information, sending hateful or defamatory remarks that can include racial, ethnic or homophobic messages, or posting or contributing to polling sites.

Harassment has been defined in various ways in federal and state law (including the penal law) and regulation. The Board recognizes that these definitions are important standards, but the Board's goal is to prevent behaviors from escalating to violations of law and instead, to promote a positive school environment and limit liability. The Dignity for All Students Act (§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:

- Race
- Weight
- National origin
- Ethnic group

BULLYING (CONTINUED)

- Socio-economic status
- Religion
- Religious Practice
- Disability
- Sex
- Sexual Orientation
- Gender (including gender identity and expression)*
- Other

*Gender identity is one's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth. Gender expression is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice or mannerisms.

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

Up-stander: An up-stander is someone willing to stand up and take action in defense of others. Further, it identifies people who take helpful steps to help others in instances of bullying, discrimination, harassment or other injustices. Depending on the situation they help themselves or others by expressing opposition to the bullying or/and by providing emotional support to the target and/or by getting help for the target.

Reporting and Investigation

In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all targets and persons with knowledge of bullying report such behavior immediately to the principal, the principal's designee or the DASA Coordinator as soon as possible after the incident so that it may be effectively investigated and resolved. The District will also make a bullying reporting form available on its website and hard copies at each school to facilitate reporting. The District will collect relevant data from written and verbal complaints to allow reporting to the Board on an annual basis.

The District will investigate all complaints, formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner, although limited disclosure may be necessary to complete a thorough investigation.

In order to assist investigators, individuals should document the bullying as soon as it occurs and with as much detail as possible including: the nature of the incident(s); dates, times, places it has occurred; name of perpetrator(s); witnesses to the incident(s); and the target's response to the incident (please refer to reporting form).

BULLYING (CONTINUED)

If, after appropriate investigation, the District finds that a student, an employee or a third party has violated this policy, corrective and possible disciplinary action will be taken in accordance with the Code of Conduct, applicable collective bargaining agreement, District policy and state law. If the reported behavior constitutes a civil rights violation, the complaint procedure associated with that policy will be followed. If either of the parties disagrees with the findings of the initial investigation, an appeal may be made as specified in the Code of Conduct.

Provisions for Students Who Don't Feel Safe at School

The Board acknowledges that, notwithstanding actions taken by District staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed and possible in order to help ensure the safety of the student and bring this to the attention of the building principal. The building principal, other appropriate staff, the student and the student's parent/caregiver will work together to define and implement any needed accommodations.

The District recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually, and the student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Dignity For All Students Act (DASA): An Overview Z

In September 2010, the New York State Legislature enacted the Dignity for All Students Act, which took effect on July 1, 2012, to make it the policy of the State to provide ALL students in New York public schools an environment free of discrimination and harassment. The goal of the Act is to create a safe and supportive school climate where elementary and secondary school students can learn and focus within a safe and supportive environment free from discrimination, intimidation, taunting and harassment (which includes bullying and cyberbullying) on school property, a school bus and/or at a school function. The Dignity Act states that no student shall be subjected to harassment, bullying or discrimination by employees or students based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

Harassment and bullying/cyberbullying is defined as any one of the following under the Dignity Act:

- The creation of a hostile environment by conduct or by threats, intimidation, or abuse, that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional, or physical well-being;
- A verbal or non-verbal act or actions that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety;

BULLYING (CONTINUED)

- A verbal or non-verbal act or actions that reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student;
- A verbal or non-verbal act or actions that occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

The Dignity Act requires that all schools:

- Include instruction that supports the development of a school environment free of discrimination and harassment;
- Designate and train at least one staff member at every school to handle human relations in the areas of: race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex;
- Offer all employees training to raise awareness and sensitivity to potential acts of discrimination and/or harassment and to enable employees to prevent and respond to incidents of discrimination and harassment;
- Build a culture where instances of harassment, bullying, and discrimination are reported, investigated and responded to with prompt actions reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, and ensure the safety of the student(s) toward whom harassment, bullying or discrimination was directed.



COMPUTER NETWORKS & STUDENT DEVICES

Students have the right to use designated computer resources owned by the Union Springs Central School District for educational purposes.

STUDENTS HAVE THE RIGHT AND RESPONSIBILITY:

1. To Respect And Protect The Privacy Of Others And To Have Their Privacy Protected

- Use only assigned accounts and passwords and don't share your passwords.
- Use, view or copy only authorized passwords, data or networks.
- Log into districts systems using **ONLY** your name and accessing **ONLY** your files.
- Read, delete, copy or modify only your own electronic mail or files.
- Disclose names, personal contact information or any other private or personal information about yourself only and think carefully about what you are disclosing about yourself.
- When you receive an email message, share it only with permission of the person who sent you the message.
- Act responsibly at all times when using District accounts.

2. To Respect And Protect The Integrity, Availability And Security Of All Electronic Resources

- Observe all network security practices as posted
- Abide by the District's filtering software and refrain from bypassing the filtering software. Students have the right to ask permission from a staff member to have the filter software unblocked if the site is needed for educational purposes and the staff member will make that determination.
- Respect data, networks, or other USCS D electronic resources
- Load software onto the district's computers or network only with USCS D administrative permission.
- Comply with District policy and regulations including state, local and federal law regarding the distribution, transmission or downloading of material, information or software.

3. To Respect And Practice The Principles Of The Uscsd Community

- Communicate in ways that are kind and respectful
- Refrain from any communication via any electronic media (email, social networking sites, iPods, cell phones, etc.) that is hurtful towards another person or group of people or/and harms their reputation. This would also include deleting any hurtful correspondence that you receive.
- Communications or forwarded messages must be free of any personal attacks including prejudicial or discriminatory attacks.
- Wait and think carefully before sending or responding to an angry email.
- Electronic student polling sites are hurtful and disrespectful and must be avoided.
- Communications that use bias language or are discriminatory (such as "that's so gay" or "she's retarded") are hurtful and disrespectful and must be avoided.
- Delete any spam, chain letters or other mass unsolicited mailings.
- Refrain from using anonymous sites to pose embarrassing questions or harmful remarks.
- Refrain from communicating with or accessing internet websites that endorse violence, hate, illegal or libelous material. (Note: this description is not meant to prohibit materials that are used for educational purposes and supported by a teacher or classroom requirement).

COMPUTER NETWORKS & STUDENT DEVICES (CONTINUED)

- Record, send, post, email, text or upload video digital pictures/photos of another person only with explicit permission from that person
- If permission is granted to post a picture (see above), it needs to be used in a way that the person granting the permission intended and it cannot be altered in any way (such as photo-shopping) without permission of that person.
- Certain areas of the school are off limits (such as athletic showers, dressing rooms, or bathrooms) for using electronic devices that take digital pictures/photos (including cell phones) or videos.
- Keep all cell phones, smart phones, iPods, and other electronic devices out of sight and turned off during instructional programs and during classes. Cell phones may only be used in the cafeteria during a student's assigned lunch period. Cell phone use is not allowed at any other time from 7:30-2:20

4. To Respect And Practice The Principles Of The Global Community

- Respect and protect intellectual property of others by refraining from any form of infringement on copyrights in accordance with federal law, the Fair Use Doctrine and District policies (including illegal copies of movies, games or movies)
- Always give credit to the sources you use online and refrain from plagiarism.
- Respect school property. Vandalism as defined as "harm to" or "destruction of" or an attempt to harm or destroy District equipment or materials, data of another user of the District's system or any other system linked to this District is against the law. Vandalism also includes attempts to disrupt the District's internet system including the uploading or creating of computer viruses.
- Use USCSD's media and services for commercial purposes or financial gain ONLY with prior written permission from Superintendent or designee.
- Refrain from using the District's Internet system to engage in any unlawful act including (but not limited to) arranging drug sale, the purchase of alcohol, engaging in gang activity, threatening the safety of another person, or other criminal activity.
- Refrain from sending, downloading, transmitting, accessing, forwarding or taking pictures or videos that are pornographic or showing nudity or semi-nudity.
- Immediately notify a teacher or administrator if you become aware of any violations set forth in this Acceptable Use Policy.

All computer resources, including files maintained on hard drives and servers, remain in the possession and control of the USCSD. Students have no reasonable expectation of privacy rights in any information or communications created or accessed using the District's electronic media and services. The section above applies to all electronic devices and computer networks. Included are all school sponsored events that take place on and off school property, even during non-school hours.

Q: Can a school district regulate a student's use of the school districts computer system?

A: Yes, if it is seriously disruptive to the school process.

Q: Can a school district regulate a student's use of the internet off campus?

A: Yes, if it is used to threaten a student's safety or disrupts the educational process.

DRESS CODE

Each building principal or his or her designee shall be responsible for informing all students and their parents of the student dress expectations at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress expectations shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline up to and including out of school suspension.

If students are wearing something that is not appropriate for school, any of the following procedures will take place:

- The student will be counseled about appropriate dress
- Parents will be notified when necessary
- Students will be asked to remedy the situation with another garment
- Students will be sent home to change
- Students can be subject to our Board of Education discipline policy found in the District-Wide Code of Conduct

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable dress and help students develop an understanding of appropriate appearance in the school setting.

- A student's dress, grooming and appearance, including jewelry, make-up and nails, shall:
- Be safe, appropriate and not disrupt or interfere with the educational process.
(This includes Physical Education classes.)
- Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate.
- Ensure that underwear is completely covered with other clothing. Pajamas are not appropriate for school.
- Include footwear at all times. Footwear that is a safety hazard will not be allowed. Slippers are not appropriate footwear.
- Includes the wearing of hats/other head gear in the classroom except for a medical or religious purpose or by special permission.
- Not include items that are vulgar, obscene, libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability. Such items include swastikas, the confederate flag, and other symbols related to the degradation of others.
- Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.
- When standing, with arms at one's side, a student's shorts or skirt should reach the tip of their longest finger to be considered appropriate.
- Shirts, pants, shorts and skirts should be providing enough coverage so that no part of an undergarment or midriff skin is visible. Shirts should cover the torso completely.
- When clothing is in question, wear something else.

DRESS CODE (CONTINUED)

Q: Does the District provide exemptions from the dress code?

A: Students or parents/guardians may contact school administration regarding exemption from the dress code policy when religious, cultural, or medical reasons exist.

Q: What if a student violates the dress code?

A: The responsibility for student dress and general appearance shall rest with individual students and their parents/guardians.

Administrators have the authority to require a student to change clothing considered inappropriate. If students are sent to the office for being inappropriately dressed, they cannot re-enter the class until they are appropriately dressed.

Q: What is the district's stance on gang attire?

A: The presence of gangs and gang activities in the District's schools causes a substantial disruption of or material interference with the educational process and is contrary to the District's objective to provide a safe learning/ teaching environment for all students/staff. No manner of grooming or apparel (including clothing, jewelry, hats; emblems, insignia, symbols or badges) that by virtue of color arrangement, trademark, or tribute is known to be associated with or denote membership in or affiliation with any gang will be permitted in school buildings, school grounds, buses, or at school activities on or off district property.



SEARCH, SEIZURES AND STUDENT PRIVACY RIGHTS

You have the right to protection of your Constitutional Rights.

You have a responsibility to: abide by your school's need to protect itself as an educational institution from any disruption.

Searches must be reasonable in duration and a level of intrusiveness commensurate with the seriousness of the infraction of school rules or violation of the law for which evidence is sought. The following applies to search, seizure and right to privacy as it pertains to public schools. Searches may be made based upon reasonable suspicion of possession of prohibited items.

1. Possession of Prohibited Items

- Drugs; alcoholic beverages; narcotics; cigarettes; e-cigarettes; vaping devices and cartridges; inhalants; cigarette lighters; matches; tobacco products and look-a-likes.
- Explosive devices; including firecrackers; fireballs; cherry bombs; stink bombs; etc.
- Gang paraphernalia; such as rags/bandanas, etc.
- Weapons; look-a-like weapons; guns; knives; screwdrivers; and/or other items designed or easily used to cause physical harm.
- Medication or pills.
- Animals; pets; etc.

2. Searches of Student Lockers and Desk

- Students have no reasonable expectation of privacy in lockers and desks.
- Lockers are to be used for storing items needed to be a participant in school activities only.
- If a search is warranted, it will be done with one witness other than student.
- Non-permitted items will be removed for evidentiary purposes.
- Any dangerous items may be turned over to guardians or law enforcement.

3. Searches of Students and Personal Belongings

- Search may be conducted by Principal if there is reasonable suspicion of prohibited item.
- A search beyond outer clothing can take place when there is a "high" level of suspicion and exigent circumstances warrant.
- Principal will be assisted by another designated employee.
- Searches as stated above can be made by authorization, emergency, consent of student, or law enforcement warrant incident or arrest.

Note: Reasonableness of the scope of search partly depends on age and sex of student.

SEARCH, SEIZURES AND STUDENT PRIVACY RIGHTS (CONTINUED)

4. Searches of Electronic Devices

- Student electronic devices may be confiscated when they are being used inappropriately or in a way that goes against school policy. Personal electronic devices cannot be searched by school personnel without permission of the owner.

5. Law Enforcement Search

- Searches may be conducted by law enforcement officials with legal justifications. (Reasonable suspicion/probable cause or pursuant of valid warrant.)

6. Reporting of Searches

- Parents/Guardians will be notified after a student's belongings have been searched.

Q&A'S

Q: May public school official search student's belongings while in attendance at school?

A: Yes, a school needs to have a reasonable suspicion to conduct a search.

Q: Can a school official search a student's locker?

A: Yes, although students have exclusive rights over lockers, their rights do not overpower the school officials.

Q: Can a school confiscate dangerous and illegal weapons such as knives and guns brought to school by students?

A: Yes, police and parents should be notified (right to search on reasonable suspicion)

Q: Can a school official take my cell phone because I am not allowed to use it in class and then search through it?

A: Yes, they can take the phone. However they cannot search the contents of the phone without the owner's permission.

TOBACCO

You have the right to: a safe and tobacco-free school environment.

You have a responsibility to: contribute to a safe environment and give your best effort without compromising either by using tobacco. You also have a responsibility to think about the impact of substances that you put in your body and to be aware of their impact to your health and the health of others.

Policy/background: See Board Policy 7430

No student shall use, possess, sell, or distribute tobacco products on school grounds or at school-sponsored events. Tobacco advertising is not allowed on school property, grounds, at any school sponsored off-campus event and in all school sponsored publications.

The term "tobacco products" includes, but is not limited to, cigarettes, e-cigarettes, vaping devices and cartridges, cigars, any smoking device, pipes, bidis, clove cigarettes, dip, chew, snus, snuff, and any other spit or smoking tobacco product. The use, possession, sale or distribution of tobacco products is also prohibited.

Students who violate this policy will, at a minimum, be suspended out of school for three days on the first offense. The second offense will carry a minimum five day out of school suspension. The third offense and thereafter will include a five day out of school suspension and a Superintendent's Hearing to review if additional consequences are necessary.

Q: How is this policy made known to students and the general public?

A: Signs about this policy shall be posted at building entrances, grounds and vehicles. Students, parents/guardians, staff, contractors and other school visitors will be notified by written materials including, but not limited to, handbooks, manuals, contracts, newspapers, and newsletters.



TRANSPORTATION

You have the right to: safe transportation and a positive bus environment.

You have a responsibility to: follow the direction of the bus driver and obey all school bus rules. Treat your driver and classmates with respect while riding the bus and respect bus property. Our district's bus rules are based on the concept of respect.

Union Springs School District bus drivers and attendants care deeply about student safety, but they can't do it by themselves.

Policy/background: See Board Policy 7450 and 7451

It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers, as well as to ensure the least possible distraction for bus drivers.

Some students are eligible for bus transportation to and from school. All such students are expected to maintain good conduct while traveling to and from school. Excessive noise, pushing, shoving and fighting will not be tolerated. It is also important that those waiting for buses conduct themselves properly with respect to the rights and property of others. Parents/caregivers are reminded that bus transportation for students is a privilege, which may be suspended due to misbehavior.

On buses, it is the responsibility of the school bus driver to maintain order. In this connection, he/she must communicate closely with the Building Principal or his/her representative. If a student becomes a serious disciplinary problem on a school bus, the Superintendent's designee may suspend his/her transportation privileges.

Union Springs school bus drivers and attendants care about your safety! Your mature and responsible bus behavior helps protect all students on your bus.

Bullying on School Bus is Unacceptable- and Against the Law

If anyone makes you feel threatened, bullied, or unsafe on the bus or at the bus stop, or if you know another student is being threatened or harassed, always tell your driver, attendant, parent/guardian, or another adult as soon as possible.

Seatbelts

Students must use seat belts when traveling in district buses or other district vehicles equipped with such seat belts. The bus driver shall notify the Superintendent of any student failing to use a seat belt, or violating any other rule concerning conduct on school buses. Violation of such rules may result in suspension of a student's privilege to ride a school bus in accordance with regulations adopted by the Superintendent.

TRANSPORTATION (CONTINUED)

Prohibited Items on the Bus

- No items (coolers, luggage, sports equipment, etc.) may be placed in the bus aisle on a regular run or school trip. It is against state and federal law to block access to an exit on a school bus.
- No weapons, cutting tools, aerosol sprays, or glass containers are permitted on a school bus.
- Large items (string bass, drums, tubas, amplifiers, skis & ski poles, long snowboards- more than 3'; sleds, scooters, etc.) are not permitted on regular bus runs. Such items may be allowed on school trips if the bus is equipped with a luggage compartment. Pre-approval from the Transportation Department is required. Please call (315) 889-5036.
- Smaller items (baseball bats, hockey and lacrosse sticks, tennis racquets, etc.) are permitted if they are transported in a carrying case, backpack or satchel, or securely wrapped in a towel. Balls must be carried in a bag or container. Smaller musical instruments are permitted if they do not block the aisle or take up passenger seating space. Roller skates, skateboards, ice skates with blade protectors, and short snowboards (less than 3') are permitted if transported in a carrying case.
- School projects are permitted at the driver's discretion if they can be safely accommodated in a bus seat or at the front of the bus. Umbrellas, crutches, and canes are permitted; they should be securely stored next to the seated passenger.
- Pets and animals and insects for school projects are not permitted on the bus, even in secure containers. Inflated balloons are not permitted on a bus.
- Students will not be allowed to eat food on the bus during all daily runs to and from school. This is to reduce the possibility of students having allergic reactions to food or choking. Exceptions are made for medical needs, for example, students with diabetes.
- No metal spikes may be worn on the bus.
- Electronic games, musical devices with earphones, and cell phones are permitted on the bus if they do not create a distraction. Students are not permitted to take or display photos on the bus with a cell phone or camera. Earphones and cell phones may not be used while students are boarding or exiting from the bus- it's dangerous.
- Student medication cannot be transported on a bus. Parents are responsible for taking their children's medications directly to the school nurse.

Consequences for Violating Bus Rules

Dangerous behavior cannot be tolerated on the bus- it could place other students at risk. Except in extreme circumstances, students who violate a bus rule will receive an initial warning from the driver or attendant. If the behavior is not corrected, a formal behavior referral will be issued. Bus referrals are handled by the student's principal, who will contact the student's parents. Depending on the nature of the infraction, disciplinary consequences can range from removal of school privileges, in-school suspension, suspension from the bus, or out of school suspension.

Discipline of students with disabilities varies depending on the circumstances. The Director of Transportation will work collaboratively with the Special Education Department, school principals, and parents to resolve issues relative to students with disabilities.

WEAPONS

You have the right to: Feel safe from any form of violence or threat of violence.

You have a responsibility to: Maintain a safe environment free of weapons or destructive devices that can inflict harm on another person or incite fear in others as listed below.

Policy/background: See Board Policy 7470

Firearms

Pursuant to the Federal Gun-Free Schools Act of 1994, any student found guilty after a Superintendent's Hearing of bringing a firearm onto school property or of having a firearm in his or her possession on school property, will be subject to at least a one-year suspension from school. All incidents of firearms found on school property will be reported to the local law enforcement agency.

For the purposes of this provision, the term "firearm" shall include:

1. any weapon (including a starting gun) which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive;
2. the frame or receiver of any such weapon;
3. any firearm muffler or firearm silencer; or
4. any "destructive device" including, but not limited to, any explosives, incendiary or poisonous
5. gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device, any type of weapon which is designed to or may readily be converted to expel a projectile by the action of an explosive or other propellant and which has a barrel with a bore more than one-half inch in diameter, and other similar materials or devices (18 U.S.C. Section 921).

Other Weapons

In accordance with the Union Springs School District Conduct and Discipline Policy, the possession, use, or sale of any other weapon including illegal knives, electronic dart gun, electronic stun gun, taser, firecracker or other fireworks is strictly prohibited and subject to immediate suspension and recommendation to a superintendent hearing.

Possession and/or use of any instrument or object that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm is strictly prohibited and subject to severe disciplinary action. Such instruments or objects include but are not limited to:

6. a switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife
7. a billy club, blackjack, bludgeon, chukka stick, or metal knuckles
8. a sandbag or sand club
9. a sling shot or slung shot
10. a martial arts instrument, including, but not limited to, a kung fu star, ninja star, nun-chuck, or shirked an explosive
11. a deadly or dangerous chemical, including, but not limited to, a strong acid or base, mace, or pepper spray
12. an imitation gun
13. loaded or blank cartridges or other ammunition
14. any other deadly or dangerous instrument

WEAPONS (CONTINUED)

The district may utilize temporary short-term disciplinary measures, such as suspension of five days or less, or in-school suspension in dealing with violations of this policy on a case-by-case basis. The school principal, in concert with a member of the executive team, has the discretion to use short-term measures before making a recommendation to hold a formal superintendent's hearing based on such factors as:

1. The student's age or developmental level
2. The student's grade in school
3. The student's prior disciplinary record
4. The principal's belief (or designee) that other forms of discipline may be more effective
5. Input from parents/guardians, teachers and/or others
6. Other extenuating circumstances

A student with a disability may be suspended in accordance with the requirements of state and federal law. The Superintendent of Schools shall develop administrative regulations to implement this Policy.

Weapons and the Superintendent's actions

Pursuant to the Federal Gun-Free Schools Act of 1994, any student found guilty at a Superintendent's Hearing of bringing a firearm onto school property or of having a firearm in his or her possession on school property, will be subject to at least a one-year suspension from school, subject to review on a case-by-case basis by the Superintendent [See Board Policy 7470]



DISCIPLINE PROCEDURES – 6-12

The Superintendent and others he or she may designate, including all building administrators and directors, are responsible for identifying student behavior in conflict with the responsibilities of the Student Conduct Code. They will take measures to investigate, determine responsibility level(s), and assist students in making amends for their behavior, and apply appropriate disciplinary measures.

The building administrators may also implement restorative justice measures. These measures assist the responsible student(s) to:

- Restore their relationship to the affected person(s);
- Restore their relationship to the school community;
- Make progress in personally assuming responsibility for their actions;
- Make amends for their actions;
- Reduce the likelihood of repeating the behavior;
- Increase empathy for and understanding of the affected student(s).

Teachers may impose certain forms of disciplinary action and restorative justice, including the removal of a student causing substantial disruption from their classroom. Principals may impose all of these forms of disciplinary action and restorative justice, except for suspension from Commencement, long-term suspension (more than five days), and permanent suspension from school.

Except in extreme situations, the principal or teacher will request that student in violation of their responsibilities attend a conference before disciplinary action is decided. A conference intended for the purpose of considering suspension may also be held. Depending upon the nature of the offense, other persons involved, including parents/guardians, may be asked to attend the conference. In general, teachers and principals will keep parents advised of discipline problems with their children long before they reach the truly serious stage.

1. Restorative Practice Measures

- Counseling;
- Phone call home;
- Self-assignment of restrictions or removal from activities;
- Mediation with offender and harmed person(s);
- Group mediation with offender, harmed person(s), and their supporters;
- Reading assignment and reflective paper;
- Research assignment on relevant topic;
- Apology-written and/or verbal;
- Behavioral contract;
- Community service to the school;
- Producing informative materials relevant to the offense;
- Cleaning up;
- Payment of damages and/or repairing damage;

DISCIPLINE PROCEDURES – 6-12 (CONTINUED)

2. Range of Consequences

- Verbal warning;
- Written warning;
- Verbal notification of parent(s)/guardian(s);
- Written notification of parent(s)/guardian(s);
- Time out;
- Academic probation;
- Reprimand;
- Detention, losing recess, staying after school;
- Cleaning up;
- Payment of damages and/or repairing damages;
- Referral for PINS (Person in Need of Supervision) proceeding, for repeated, incorrigible behavior;
- Suspension or expulsion from transportation
- Ban or removal from athletic participation;
- Ban or removal from co-curricular, social or extracurricular activities;
- Ban or removal of other privileges, including but not limited to computer network use;
- Exclusion from a particular class;
- Removal from classroom of disruptive pupil;
- In-school suspension/intensive study service;
- Short-term suspension (up to five full days) with alternative instruction;
- Short-term suspension from school (up to five full days);
- Long-term suspension from school (more than five full days);
- Permanent suspension (expulsion) from school;
- Referral to law enforcement, other social services.

3. Standardized Consequences

All of these violations may warrant more than the minimum consequences stated here. Project SAVE legislation requires that each district state the absolute minimum of consequences for violent behaviors and then "build" from that baseline.

Standardized consequences for middle school students will be adjusted by the Principal as developmentally appropriate to the age of the child.

Disruptive acts: minimum one full school day of out-of-school suspension for a student who:

- Commits an act of violence against another student or any person lawfully or unlawfully upon District property (based upon the severity of the injury).
- Knowingly and intentionally damages or destroys the personal property of a teacher, administrator, other District employee, or any person.
- Knowingly and intentionally damages or destroys school property (based upon the severity of the damage.)

DISCIPLINE PROCEDURES – 6-12 (CONTINUED)

Violent acts: five full school days out-of-school suspension and recommendation to a superintendent hearing for a student who:

- Commits an act of violence upon a teacher, administrator, or other school employee.
- Possesses or displays a gun, knife, explosive or incendiary bomb, or other dangerous weapon.
- Threatens to use, as a weapon, any instrument that appears capable of causing physical injury or death.

The District will assist students involved with alcohol or other substances in choosing healthier and more productive behaviors, and will provide information about third-party service providers to help students with substance abuse problems.

The Superintendent or designee must refer any student under the age of sixteen who has brought a weapon to school to the Presentment Agency (County Attorney's Office) for a juvenile delinquency proceeding. The Superintendent or designee must refer any student sixteen years of age or older, or a student fourteen or fifteen years of age who qualified for juvenile offender status, who has brought a weapon to school, to appropriate law Enforcement officials.

DISCIPLINE PROCEDURES – 6-12 (STUDENTS WITH DISABILITIES)

Students with disabilities are expected to follow the Student Conduct Code. However, if a student with a disability violates the code of conduct and the District is considering suspension or removal that constitutes a disciplinary change of placement (i.e., removal or series of removals constituting more than 10 days within one school year) the District must conduct a manifestation determination to decide:

- if the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or
- if the conduct in question was the direct result of the school district's failure to implement the IEP.

If the manifestation team determines that the specific behavior has no relation to the disability, the standard school discipline code will be followed.

If the manifestation team determines that the conduct was caused by or had a direct and substantial relationship to the student's disability or the conduct in question was the direct result of the school district's failure to implement the IEP, then:

- the CSE must conduct a functional behavioral assessment and implement a behavioral intervention plan for the student; and
- except for removals for drugs, weapons or serious bodily injury pursuant to section 201.7 of the Regulations of the Commissioner, the student must be returned to the placement from which the student was removed, unless the parent and the school district agree to a change of placement as part of the modification of the behavioral intervention plan.

Regardless of the manifestation determination, however, a student with a disability may be removed to an interim alternative educational setting (IAES) for illegal drugs, controlled substances, weapons and serious bodily injury for up to 45 school days.

DISCIPLINE CODE

The following items are considered violations of the discipline code for student behavior, and will be addressed with disciplinary consequences and possible civil or criminal sanctions. The number in parenthesis after certain items corresponds to the New York State Education Department's Violent and Disruptive Incident Report (VADIR).

1. Disorderly Conduct - Disruptive Behavior:

- 1.1 Disturbing any lawful assembly or meeting/disruption of school activity
- 1.2 Obstructing vehicular or pedestrian traffic
- 1.3 Interfering in the discipline of others
- 1.4 Throwing or propelling objects
- 1.5 Inappropriate language

2. Disorderly Conduct - Violent Behavior:

- 2.1 Threats- including extortion -written, verbal, or electronic (10)
- 2.2a Assault with serious physical injury (4)
- 2.2b Assault with physical injury (7)
- 2.3a Fighting (9)
- 2.3b Minor altercation (9)
- 2.4 Creating a hazardous or physically offensive condition by any act that serves no legitimate purpose (e.g., horseplay, roughhousing)
- 2.5 Criminal mischief including the destruction of property (12)
- 2.6 Any willful and unsanctioned act that disrupts the normal operation of the school community
- 2.7 Engaging in other violent behavior

3. Insubordinate - Disruptive Behavior:

- 3.1 Failing to comply with lawful directions of a teacher, school administrator, or other school employee/insubordination
- 3.2 Failure to comply with any school or district rule, regulation, or policy
- 3.3 Being tardy, missing or leaving school or class without permission or excuse
- 3.4 Inappropriate attire/failure to comply with dress code
- 3.5 Misuse of Internet and other technologies as defined by Computer Network for Education Policy
- 3.6 Forgery
- 3.7 Tardy with disruption to class

4. Reckless Endangerment - Violent Behavior (any action that threatens the health, welfare, or safety of another or oneself):

- 4.1 Throwing or propelling objects that result in physical injury (8a)
- 4.2 False alarm (15)
- 4.3 Bomb threat (14), even if later determined to be a hoax
- 4.4 Unsafe driving (8d)

DISCIPLINE CODE (CONTINUED)

5. Endangering Safety, Morals, Health, or Welfare of others - Disruptive Behavior:

- 5.1 Selling, distributing, using, or possessing alcohol (19)
- 5.2 Selling, distributing, using, or possessing tobacco or a look-alike intended to portray itself as such
- 5.3 Selling, distributing, using, or possessing drugs including related paraphernalia (18), or of substances they believe to be or portray to be drugs, or substances that "act like" or mimic being under the influence of drugs, or the inappropriate use, distribution or sale of prescription drugs
- 5.4 Selling, distributing, possessing, or accessing obscene materials
- 5.5 Burglary (11)
- 5.6 Theft (13)
- 5.7 Gambling

6. Endangering Safety, Morals, Health, or Welfare of others - Violent Behavior:

- 6.1 Selling, distributing, using, or possessing (1) firearms or (2) other destructive devices, weapons, fireworks, or other dangerous instruments or contraband (17)
- 6.2a Sexual activities- forced (2.1)
- 6.2b Sexual activities- other (2.2)
- 6.3a All forms of verbal harassment/bullying including using profane, vulgar, or abusive language against cultural, religious and ethnic groups, and including that which promote homophobia, sexism, or racism - acts which substantially disrupt the educational process (10)
- 6.3b All forms of physical harassment/bullying against cultural, religious and ethnic groups, and including that which promote homophobia, sexism, or racism- acts which substantially disrupt the educational process (10)
- 6.3c Sexual harassment - verbal
- 6.3d Sexual harassment- physical
- 6.4 Threatening, harassing, intimidating or annoying students or school personnel through the use of electronic means/cyberbullying
- 6.5 Hazing
- 6.6 Inciting other students to intimidate or to act with physical violence upon any other person (10)
- 6.7 Arson-deliberately starting a fire with intent to damage or destroy property (5)
- 6.8 Robbery (3)

7 Academic Misconduct:

- 7.1 Cheating
- 7.2 Plagiarism
- 7.3 Failure to attend class
- 7.4 Excessive tardiness

8. Other Misconduct:

- 8.1 Any conduct violating Federal, state, or local law, rule, or regulation, or District policy including but not limited to the District's policy on maintenance and enforcement of public order on school property.
- 8.2 Gang-related activity, including soliciting others for gang membership.

GRIEVANCE PROCEDURES FOR STUDENTS

Students may dispute the actions of a staff member or of the district in regards to their individual rights. The district intends to resolve the matter at the earliest possible stage while ensuring that the rights and integrity of all concerned are protected.

Students who feel one or more of their individual rights have been violated may follow established procedures to address their concerns. Generally the first place to seek information is from a teacher, a school counselor, school social worker, or the principal. Students who feel they have not received a satisfactory resolution at this level may seek a solution through formal procedures (e.g., the Student Grievance Procedure). Students and parents may also have recourse to the Commissioner of Education, certain federal and other state agencies, and/or a court of law. Parents/guardians may be involved at any level of a grievance and have the same rights as the student.

- The aggrieved student has the right to:
- State his or her grievance orally and/or in writing
- Be notified of the progress of the case at each step of the way
- Ask questions of witnesses who present testimony at the hearing level
- Be furnished copies of official records that may be kept of the proceedings

Time Limits

A student must start a grievance within 10 school days of the time he or she knows of, or should have known of, the act or condition that is the subject of the grievance. A student may start a grievance at Step 1, either individually or by asking for assistance from an advocate of the student's choice.

Grievance Procedure Steps

- Step 1: The aggrieved student (with an advocate, if desired) should discuss the situation with the staff member involved. If the student is not satisfied with the response, he or she may move to Step 2 within two school days of this meeting.
- Step 2: The student should discuss the matter with his or her school counselor or the Principal. The counselor or administrator will respond to this discussion within two school days unless all parties have agreed upon a specific request for more time. If the student is not satisfied with this response, he or she may move to Step 3 within five school days of receipt of the decision.
- Step 3: The student should file a written appeal with the Principal. This must include the student's name, a statement of the particular problem, the identity of the people involved, the time, place and circumstances of the events or conditions that led to the grievance, and a statement of the action the student wants in order to correct the situation. Within five school days of receipt of this written appeal, the Principal or representative will hold a hearing with the student and others involved. Within two school days of the conclusion of this hearing the Principal will provide a decision in writing to the student. If the student is not satisfied with this response, he or she may move to Step 4 within five school days of receipt of the decision.
- Step 4: The student should file a written appeal with the Superintendent or the Superintendent's designee. This written appeal should follow the same form as for Step 3. The Superintendent will consider the written appeal, the record of the matter created in the prior steps, and any other information required at his or her discretion, and shall render a written determination to the student within 10 school days. The Superintendent's decision (except in cases of suspension from school and cases of Equal Opportunity grievances) is final.
- Step 5: In cases regarding equal education opportunity, if the student still feels aggrieved, he or she may carry the appeal in writing to the Board within 30 school days.

FREQUENTLY ASKED QUESTIONS

Q: A Code of Conduct Violation was committed against my son or daughter. When I asked the principal what the consequences were for the student who violated the code of conduct, the principal told me that she/he wasn't allowed to share this information. Why?

A: While it can be frustrating not to know the outcome of a disciplinary incident where your son or daughter was a victim, the school district is bound by FERPA (Family Educational Rights and Privacy Act) to only share information with families about their own children. This ensures privacy as individual student school records can only be shared with that individual student's family.

Q: What is restorative justice and how is it used in the USCS D?

A: Restorative Justice is an approach to discipline where conflict and code of conduct violations are addressed in a variety of alternative forms including counseling and rehabilitation programs, partnering with families, shaping school norms about appropriate behavior, and enabling children to mediate conflicts and find peaceful solutions, and community service. In restorative justice practices, in school suspension and out of school suspension are used as a last resort.

Q: What is the Dignity for All Students Act?

A: New York State's Dignity for All Students Act seeks to provide the state's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. The Dignity Act was signed into law on September 13, 2010 and takes effect on July 1, 2012. For more information about the Dignity for All Students Act see pages 10 and 11 of the code of conduct.

Q: What happens if my child and I do not attend the superintendent's hearing?

A: You will be called and be given a window of time to attend. If no one shows up within that window of time, the hearing will proceed. The hearing officer will make a decision based on the evidence presented. You will be notified of the decision.

Q: What is the difference between a superintendent's suspension and a principal's suspension?

A: A principal's suspension, in accordance with School Law, is a short-term suspension from school for five days or less. A superintendent's suspension, in accordance with School law, is a long-term suspension from school in excess of five days.

Q: What is a hearing officer?

A: A hearing officer is a designated person hired by the district that conducts the hearing. The hearing officer's report is advisory only, and the superintendent may accept or reject all or any part of it.

Q: If I move in or out of the district, do the discipline records follow?

A: Yes, the district is required to forward all records including discipline.

Q: Will my students discipline record keep him/her out of accelerated classes and/or college?

A: Decisions for classes are based on grades, student motivation, teacher recommendation, and not discipline.

Q: Can DSS take a child from school based on abuse or maltreatment?

A: Not without a court order.

Q: Do police have the rights to enter a school?

A: Yes, if a crime has been committed, has a warrant for an arrest or was invited.

Q: Can schools implement mandatory drug testing without reasonable suspicion?

A: Yes, with athletics and with parental consent.

Q: Do schools have to read students the "Miranda Rights" before questioning a student?

A: No

ELIGIBILITY POLICY

Academic Eligibility

Students who fail to meet the required academic standards will become ineligible and will not be allowed to participate in interscholastic athletics or extracurricular activities until he/she demonstrates satisfactory academic progress. The following rules for eligibility, based on academic performance, have been established:

1. A student is considered ineligible if he/she receives a failing grade in two or more courses or fails the same course in two consecutive eligibility periods.
2. The eligibility period* is based on the following:
 - The first eligibility period will be determined by the mid-marking period grades in the first marking period and will run until the last day of the first marking period; every eligibility period thereafter will run from either the end of the marking period to the mid-marking period or the mid-marking period until the end of the marking period. Students are ineligible during the full eligibility period running from Monday of the first week of eligibility through Sunday of the last week in that eligibility period. Students may return to eligibility by submitting a completed Return to Eligibility form to the Main Office.
 - Ineligible students must stay after school from 2:15 - 3:00, three days between Monday and Thursday each week. All ineligible students must obtain a pink "academic progress pass" from their teacher and turn it into the main office before leaving school that day. Ineligible students who do not stay the required days will receive the following:
 - Miss 1 day - Lunch Detention assigned
 - Miss 2 days - 3-5 Detention assigned
 - Miss 3 days - 3-5 Detention and lunch detention assigned.
 - Students who attend afternoon CTE programs at BOCES will be assigned 3-5 detention once a week until they become eligible and may be kept back from their BOCES programs for additional support. These absences could impact their standing at BOCES for the current year or following years.
 - For athletics, post-season participation is at the discretion of the coach.
 - For extra-curricular activities, participation is at the discretion of the principal.

Juniors will be allowed to participate in the Prom if they are ineligible but failing no more than one course. Students for every other activity are still ineligible until they have been signed off by the teacher(s) they are failing for.

Senior will be allowed to participate on the Senior Trip if they are ineligible but failing no more than one course.

Due to teacher meetings or teacher absences, students may approach the principal or athletic coordinator to sign his/her participation pass.

ELIGIBILITY POLICY (CONTINUED)

If a student has detention during the activity period, the detention monitor will sign the pass and make comments on the behavior/work ethic.

**High School eligibility periods are three weeks in length. Middle School eligibility periods are five weeks in length, corresponding to the length of each school's marking periods and mid marking periods.*

***Middle School students who are ineligible for more than one course must rotate who they stay after with each afternoon.*

Eligibility for the High School Musical

- A. Students who are ineligible at the end of the 3rd marking period must see the director to arrange necessary measures to avoid being cut from the musical. Should the student still be ineligible after the cutoff date (one month from opening night) the student will no longer be part of the musical production.
- B. Students who become ineligible after one month prior to the opening night must:
 - 3. Stay with a teacher they are failing for as described in the eligibility policy.
 - 4. Stay for 3-5 detention to get work done until such time as the student becomes eligible or the musical is over.
 - 5. The student must turn in a participation pass to the musical director for both (a) and (b) above in order to practice. Opening night is typically on a Thursday; if so, the students do not have to stay from 3-5 that evening.
 - 6. Should the student not follow through with these stipulations, they will not be allowed to participate in the musical.

Eligibility for Interscholastic Athletics

Eligibility is in effect for all Middle School and High School co-curricular activities as well as interscholastic sports. Students may participate in practices when they are ineligible, as long as they stay after school, per the eligibility policy, and turn in a participation pass to their coach. Students may not participate in regular season games when they are ineligible.



STUDENT SERVICES

The Union Springs School District embraces its responsibility to provide a free appropriate education to all resident children until they graduate from high school or reach the age of 21 years. A variety of student services exist in order to help students succeed in school:

I. ACADEMIC

RTI

Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

The Academic Intervention Services (AIS) program has been developed to provide extra time for focused instruction and/or increased student-teacher instructional contact time to those students who are having difficulty meeting the New York State learning standards. AIS is intended to help those students who are at risk of not achieving the State Learning Standards in English Language Arts, Mathematics, Science and Social Studies; or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on state assessments. Service is based on student performance on the New York State assessment score. Depending on the degree of academic need, students could be scheduled from one to several times per week. The level of intensity and length of each session would be based on an individual student's academic need. Placement into this service is important as it provides students with extra help in areas where they are experiencing difficulty. This extra opportunity for learning will provide students with the needed skill work to be successful on future assessments.

Parents are notified of placement into RTI services during the months of September and February. Notification is typically sent at these times due to the New York State Assessment schedules. Rtl reports will be mailed home to keep parents updated on student progress and skill development. If you have any questions regarding Response to Intervention Services please call the Middle School or the Guidance Office.

II. HEALTH

Medical Services

The school nurse keeps an up-to-date record of each student by recording the height, weight, vision, hearing defects, and dental health. This record keeping process follows an announced health examination by the school physician. In addition, parents are requested to update information cards to be filed in the nurse's office on a yearly basis before Oct. 1 of each year. All students have various health checks at stages of the high school years, including vision, hearing, and scoliosis. All entering sophomores must have a physical completed by their own physician, or by the school physician as mandated by NYS Educational Law.

STUDENT SERVICES (CONTINUED)

Absences Related to Medical Conditions

The nurse checks the absentee list daily and may contact the home if the student has been reported by the Attendance Clerk as ill. This procedure acquaints us with disabilities, delinquencies and social conditions requiring our attention. One of the vital phases of the nurse's attendance work is to prevent the spread of contagious or communicable diseases. All questionable cases are addressed promptly. The nurse is readily available to administer first aid, care for temporary illness, and is constantly alert concerning sanitary and health conditions in the school and community. If it is necessary to leave school during the day because of illness, the pupil should report to the nurse to be properly excused. Parents are not to be called by the student to be picked up without the nurse's permission. This is an illegal absence and is prohibited. To be excused from Physical Education for an extended period of time, the student must present a physician's written statement to the nurse. If the excuse is for a day or two only, the nurse will accept a parent's written excuse.

Dispensing Medications

State Education Law strictly prohibits dispensing all prescription and/or over the counter medication to students. In most instances, medication can be given at home, but if it is necessary for the student to take internal medication during the school day, the nurse will cooperate with the family physician and the parents. The parent must submit a written request to the school nurse in which the family physician indicates the frequency and the dosage of the prescribed medication. The medication must be brought to the Health Office in the original container.

Accidents

The school is dedicated to maintaining the health and safety of all students. In the event that an accident occurs, the school nurse and/or school officials will contact parents. Accidents sometimes happen that may not be noticed by staff. Students must report all injuries or accidents at once to their teachers, the school nurse and/or other school officials. Appropriate treatment, parent notification, and completion of accident reports will occur as quickly as possible. Injuries requiring medical treatment are COVERED FIRST under the parent's medical insurance program, then, if appropriate/applicable, by the District's accident insurance. Specific questions in this event are handled through the school district business office.

Immunization

All students attending school must be immunized against Diphtheria, Tetanus, Pertussis, Hepatitis, Polio, Measles, Mumps, and Rubella. Physicians administering immunizations are required to provide a certificate of immunization to the parent/guardian. A note or letter from the parent is not acceptable. No teacher or principal shall permit any student to be admitted to school without such certification. The Public Health Law, Section 2146 further states that: 1) if a doctor will testify or certify that administering the vaccine to a specific youngster is detrimental to his health under his present condition, he may be excused, 2) if he belongs to a religious organization that does not hold with immunizations, he may also be excused.

STUDENT SERVICES (CONTINUED)

Athletic Physicals

An athletic physical is required for all students prior to participation in an interscholastic sport. This athletic physical can be done by the school physician who will then certify the eligibility of students to compete. Physicals are held in the high school and are paid for by the school. They are scheduled in May so that eligible students are certified for sports for the entire school year.

If a student does not report for an athletic physical on the scheduled date and wishes to participate in interscholastic sports, it is the responsibility of the parents to schedule an athletic physical with the school physician and/or family physician at their own expense. The school will not make appointments with the school physician for students who have missed the dates when physicals were administered.

- If the student does not report for the school physical, the following stipulations must be observed:
- Students must notify the school and obtain proper forms to be filled out by the designated physician.
- Students must return the physical form to the high school nurse who will in turn notify the respective coaches as to the eligibility to practice and compete.

***** The school physician has the final authority to determine the physical capability of a student to participate in a sport. If the physical examination is performed by the family physician, the school physician must review and authorize the student to participate in a sport.**

III. COUNSELING

The opportunity for students to discuss their academic goals or school related problems of a personal nature are available in a number of ways. Each building principal and teacher is available. The school employs the services of school psychologists, school counselors, a CHAD counselor, mental health counselors, and social workers. The counseling office provides a number of services that are designed to help students through the high school experience. Our school counselors welcome the opportunity to provide a wide range of counseling services to both students and parents.

Each year it is necessary for students to select the courses they will take during the next school year. To help students make appropriate choices, the school counselors will set up conferences with parents and students in the late winter or early spring. Planning a program involves making wise choices based on answers to the following five questions:

1. What is my tentative career choice?
2. What are my academic and personal strengths and weaknesses?
3. What are my interests as shown by hobbies and extracurricular activities?
4. What experiences have I had in the "world of work"?
5. What information have I discovered through career research?

Students should recognize that choices are not final and flexibility is possible. Establishing a strong academic base allows students the most options as they progress through school and prepare for their future.

The school counselors will be meeting with students at each grade level during each year to discuss post-graduation opportunities, college admission process, and career planning.

Working Papers are issued in the counseling office and are required by employers who employ students between the ages and 14-17. Different kinds of working papers are required for different age groups.

NYS DIPLOMA/CREDENTIAL REQUIREMENTS



New York State Diploma/Credential Requirements

Revised June 2022

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

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

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

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

New York State High School Diplomas

Diploma Type	Available to	Requirements
Regents Diploma	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages¹, 2 physical education, and 3 ½ electives</p> <p>Assessment:</p> <ul style="list-style-type: none"> 4 required Regents Exams² (one in each discipline: English, mathematics, science, social studies); successful completion of 1 Pathway³; and <ul style="list-style-type: none"> each Regents Exam with a score of 65 or better⁴ <p>Reference: Diploma Types</p>
Regents Diploma (through traditional appeal)	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages¹, 2 physical education, and 3 ½ electives</p> <p>Assessment:</p> <ul style="list-style-type: none"> 4 required Regents Exams² (one in each discipline: English, mathematics, science, social studies); successful completion of 1 Pathway³; <ul style="list-style-type: none"> 1 of the above Regents Exams (including the pathway, if a Regents Exam) with a score of 60-64 for which an appeal⁵ is granted by the local district per Commissioner's Regulation 100.5(d)(7); and remaining required Regents Exams with a score of 65 or better⁴ <p>Reference: Appeals, Safety Nets, and Superintendent Determination</p>

Diploma Type	Available to	Requirements
Regents Diploma with Honors	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages¹, 2 physical education, and 3 ½ electives</p> <p>Assessment:</p> <ul style="list-style-type: none"> 4 required Regents Exams² (one in each discipline: English, mathematics, science, social studies); successful completion of 1 Pathway³; and <ul style="list-style-type: none"> a computed average score of 90 or better on all required Regents Exams (including the pathway, if a Regents Exam) <p>Note: No more than 2 Department approved alternatives may be substituted and will not count in the computed average. The locally developed Checkpoint B examination in world languages is not included in the computed average. In instances where students received exemptions from Regents Examinations, the calculation for the honors endorsement will be dependent upon the number of scored Regents Examinations the student has.</p> <ul style="list-style-type: none"> Students with a minimum of three scored Regents Examinations applicable to the diploma <ul style="list-style-type: none"> In instances where students have at least three scored Regents Examinations to be included in the assessments required for the diploma type, exemptions due to COVID-19 would be removed from the calculation. If the computed average of the Regents Examination scores required for the diploma (not including exemptions) equals 90 or above, the student earned the honors endorsement. Students with fewer than three scored Regents Examinations applicable to the diploma <ul style="list-style-type: none"> The student's final course grade for each exempted Regents Examination will be substituted in the calculation for honors. If the computed average of the scored Regents Examinations and the final course grades for courses for which exemptions were granted equals 90 or above, the student earned the honors endorsement. <p>Reference: Regents Diploma with Honors</p>
Regents Diploma with Advanced Designation	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages¹, 2 physical education, and 3 ½ electives</p> <p>Assessment:</p> <ul style="list-style-type: none"> 7 required Regents Exams² distributed as follows: 3 mathematics, 2 science (one physical, one life), 1 English, 1 social studies; successful completion of 1 Pathway³; and <ul style="list-style-type: none"> each Regents Exam with a score of 65 or better⁴ <p>Sequence⁵: successful completion of one of the three sequence options:</p> <ul style="list-style-type: none"> earning an additional 2 units of credit in world languages and passing a locally developed Checkpoint B examination in world languages; or completing a 5 unit sequence in the Arts; or completing a 5 unit sequence in CTE <p>Reference: Diploma Types</p>

Diploma Type	Available to	Requirements
Regents with Advanced Designation with an annotation that denotes Mastery in Mathematics	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages, 2 physical education, and 3 ½ electives</p> <p>Assessment and Sequence⁴¹: Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) and scores 85 or better on each of 3 Regents Examinations in mathematics</p> <p>Note: Students who were exempted⁴² from a Regents Examination in mathematics (due to COVID-19 cancellations) may earn the mastery in mathematics endorsement using one of the following conditions:</p> <ul style="list-style-type: none"> passed 2 Regents Examinations in mathematics with a score of 85 or higher and was granted an exemption on a third Regents Examination in mathematics; or passed 1 Regents Examination in mathematics with an 85 or higher and earned a final course grade of 85 or higher in 2 additional mathematics courses culminating in a Regents Examination for which an exemption was granted. <p>Reference: Endorsements and Seals</p>
Regents with Advanced Designation with an annotation that denotes Mastery in Science	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages, 2 physical education, and 3 ½ electives</p> <p>Assessment and Sequence⁴¹: Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) and scores 85 or better on each of 3 Regents Examinations in science</p> <p>Note: Students who were exempted⁴² from a Regents Examination in science (due to COVID-19) may earn the mastery in science endorsement using one of the following conditions:</p> <ul style="list-style-type: none"> passed 2 Regents Examinations in science with a score of 85 or higher and was granted an exemption on a third Regents Examination in science; or passed 1 Regents Examination in science with an 85 or higher and earned a final course grade of 85 or higher in 2 additional science courses culminating in a Regents Examination for which an exemption was granted. <p>Reference: Endorsements and Seals</p>

Diploma Type	Available to	Requirements
Regents with Advanced Designation with Honors	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages¹, 2 physical education, and 3 ½ electives</p> <p>Assessment and Sequenceⁱⁱ: Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) with a computed average score of 90 or better on all Regents Exams required for the diploma</p> <p>Note: No more than 2 Department approved alternatives may be substituted and will not count in the computed average. The locally developed Checkpoint B examination in world languages is not included in the computed average. In instances where students received exemptions from Regents Examinations, the calculation for the honors endorsement will be dependent upon the number of scored Regents Examinations the student has.</p> <ul style="list-style-type: none"> • Students with a minimum of three scored Regents Examinations applicable to the diploma <ul style="list-style-type: none"> ○ In instances where students have at least three scored Regents Examinations to be included in the assessments required for the diploma type, exemptions due to COVID-19 would be removed from the calculation. If the computed average of the Regents Examination scores required for the diploma (not including exemptions) equals 90 or above, the student earned the honors endorsement. • Students with fewer than three scored Regents Examinations applicable to the diploma <ul style="list-style-type: none"> ○ The student's final course grade for each exempted Regents Examination will be substituted in the calculation for honors. If the computed average of the scored Regents Examinations and the final course grades for courses for which exemptions were granted equals 90 or above, the student earned the honors endorsement. <p>Reference: Regents Diploma with Advanced Designation with Honors</p>
Local Diploma (through Traditional Appeal)	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages¹, 2 physical education, and 3 ½ electives</p> <p>Assessment:</p> <ul style="list-style-type: none"> • 4 required Regents Examsⁱⁱ (one in each discipline: English, mathematics, science, social studies); • Successful completion of 1 Pathway^{iii,v}; and <ul style="list-style-type: none"> • 2 of the above required Regents Exams (including the Pathway, if a Regents Exam) with a score of 60-64 for which an appeal^{iv} is granted by the local district per Commissioner's Regulation 100.5(d)(7); and • remaining required Regents Exams with a score of 65 or better^v. <p>Reference: Appeals, Safety Nets, and Superintendent Determination</p>

Diploma Type	Available to	Requirements
Local Diploma	English Language Learners Only	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages¹, 2 physical education, 3 ½ electives</p> <p>Assessment:</p> <ul style="list-style-type: none"> • 4 required Regents Exams² (one in each discipline: English, mathematics, science, social studies) • Successful completion of 1 Pathway^{3,4,5}; and <ul style="list-style-type: none"> • the ELA Regents Exam with a score of 55-59 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7); • up to 1 of the above required Regents Exam with a score of 60-64 for which an appeal⁶ is granted by the local district per Commissioner's Regulation 100.5(d)(7); • remaining required Regents Exams with a score of 65 or better⁷ <p>Note: English Language Learners (ELL) seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible for an appeal in this area if they entered the United States in grade 9 or after and were classified as an ELL when they took the test the second time.</p> <p>Reference: Appeals, Safety Nets, and Superintendent Determination</p>
Local Diploma	Students with disabilities with an individualized education program (IEP) or if included on the student's Section 504 Accommodation Plan	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages¹, 2 physical education, and 3 ½ elective</p> <p>Assessment:</p> <p>a) Low Pass Safety Net Option:</p> <ul style="list-style-type: none"> • 4 required Regents Exams² (one in each discipline: English, mathematics, science, social studies); • Successful completion of 1 Pathway^{3,4,5}; and <ul style="list-style-type: none"> ○ each Regents Exam with a score of 55 or better⁷ <p>b) Low Pass Safety Net and Appeal:</p> <ul style="list-style-type: none"> • 4 required Regents Exams² (one in each discipline: English, mathematics, science, social studies); • Successful completion of 1 Pathway^{3,4,5}; and <ul style="list-style-type: none"> ○ up to 2 Regents Exams with a score of 52-54 for which an appeal⁶ is granted by the local district per Commissioner's Regulation 100.5(d)(7) ○ each remaining Regents Exam with a score of 55 or better⁷ <p>c) Compensatory Safety Net Option: scores between 45-54 on one or more of the required science, social studies, or mathematics (as a pathway) Regents Exams, but compensates the low score with a score of 65 or higher on another required Regents Exam. Note: a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.</p> <p>Reference: Appeals, Safety Nets, and Superintendent Determination and Information Related to Graduation Requirements for Students with Disabilities</p>

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

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

Non-diploma High School Exiting Credentials

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

Endnotes

- i. Students with a disability may be excused from the world languages credit requirement if so indicated on the IEP but must still earn 22 units of credit to graduate.
- ii. In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma.
- iii. In **addition** to passing the following 4 required Regents Exams or the corresponding [Department approved alternative examination](#), all students must complete **1** of the following pathway options:
- earn the New York State [Seal of Civic Readiness](#); or
 - pass an additional mathematics Regents Exam in a different course or Department approved alternative; or
 - pass an additional science Regents Exam in a different course or Department approved alternative; or
 - pass an additional social studies Regents Exam in a different course or Department approved alternative; or
 - pass an additional English assessment in a different course selected from the Department approved alternative list; or
 - pass a [Department Approved Pathway Assessment in the Arts](#); or
 - pass a [Department Approved Pathway Assessment in World Languages](#); or
 - successfully complete all the requirements for the [CDOS Commencement Credential](#); or
 - successfully complete an [approved CTE program](#), including the associated 3-part technical assessment.
- The additional assessment must measure a different course than that which was measured by one of the four required exams above, or an approved pathway assessment in the Arts, CDOS, or world languages. Additional information can be referenced on the NYSED's [Multiple Pathways](#) webpage.
- iv. An assessment **exemption** may be accepted in lieu of a Regents Examination, pathway assessment, or Department approved alternative exam. Additional information can be referenced in the following FAQs: [June/August 2020](#), [January 2021](#), [June/August 2021](#), and [January 2022](#), and [FAQ on Cancellation of Regents Exam in US History and Government \(Framework\)](#). Additionally, if a school grants a **special appeal**, the student is deemed to have met the assessment requirement. Additional information can be referenced in the [Special Appeals Memo](#) and [FAQ](#).
- v. Regents Exams used to meet the pathway requirement may be appealed.
- vi. Non-Regents pathway assessments and Department approved alternative exams are not subject to the Appeal Process.
- vii. Students with a disability who are excused from the world languages requirement per their IEP need not complete a sequence in world languages nor a 5 unit sequence in the Arts or CTE in order to meet the requirements for the Regents diploma with advanced designation.

PROGRAMMING OPTIONS

At Union Springs we recognize that students learn and experience academic success in a variety of ways. Research indicates that students possess a variety of “Learning Styles” or ways of learning. Students also have a wide variety of skills, and sometimes, learning issues that lead them to programming outside of the typical secondary school setting. The following is a list of opportunities that are currently available to students who for many different reasons are required or select to participate in alternate programs.

Career and Technical Education (CTE) AT BOCES

The Cayuga-Onondaga BOCES Regional Education Center is committed to providing quality instructional programs that enable students to continue their education at a two or four-year college or seek immediate employment. We offer a number of career paths from which students may choose, and we encourage all students to explore nontraditional career areas.

The CTE will assist students in reaching their goals by helping them develop the necessary skills for success in college and the workplace. Students will learn technical skills as well as effective communication, analytical and problem solving skills.

BOCES and Attendance

Students enrolled in a BOCES program are expected to attend their programs every day. Students cutting, or having excessive absences at BOCES, or not maintaining their grades at the home school, will be removed from the BOCES program. Those students will then be placed into credit accruing courses at the high school.

High School Equivalency Program (HSEP)

The HSEP is held at the Cayuga-Onondaga BOCES Regional Education Center is designed to provide a two year preparation for the Test Assessing Secondary Completion (TASC), formerly known as the General Equivalency Diploma (GED) examination. Students receive direct instruction in the areas of math, writing, reading comprehension, social studies, and science. A variety of instructional techniques are employed that allow students an opportunity to participate as active learners within an applied academic curriculum. Career counseling is provided via the career and technical education school counselor. Students have the opportunity to sit for the TASC test at the end of the second year of their vocational program.

New Visions Medical Professions Program

Today, students are entering a world where professional knowledge is changing more rapidly than any other time in our history. Learning how to learn and access current professional information has become a skill in itself. To rise to this challenge, our educational settings are beginning a transformation that focuses on relevancy while attaining real world standards. Through the development of the Professional Careers Programs at the Cayuga-Onondaga BOCES, authentic professional settings take the place of traditional classrooms creating exciting learning environments while providing lessons in career specific areas. This New Vision redefines the teaching-learning process and broadens instructional resources. While enrolled in the New Visions Medical Program, students will spend the morning at their component high school attending chosen classes. Students will then attend the New Visions Program from 10:00 a.m. to 2:00 p.m. Students also have the opportunity to earn a total of (9) nine college credits. This results in an actual college transcript that the student may apply toward his/her college choice. Students enrolled in these programs may also receive high school credits from their component high schools that will be part of their graduation requirements. Students interested in applying for admission to this program must notify high school counselor in January to begin the application process.

COMPASS

The Compass Program, held at the Cayuga-Onondaga BOCES Regional Education Center, is an alternative education program for high school students who have experienced difficulty in attaining school success within the traditional environment. This program provides academic classes, on grade level, within a supportive setting that provides small group instruction.

ACADEMIC COUNSELING

Student Class Load

Each high school student will be required to enroll in five or more classes plus physical education. Any senior, in a half-day CTE program is required to take a minimum of 2 courses plus physical education the other half day at Union Springs High School. Seniors in CTE must take their CTE course (4 credits) as well as required senior courses (Social Studies 12, English, and sequence requirements). Students have the opportunity to complete graduation requirements on the CTE campus if they are unable to do so at the home school. Students will be limited to a maximum of two study halls per semester. The principal will review these situations on an individual basis.

SCHEDULE CHANGES**Adding a Course**

For a full year course, a student needs to enroll prior to completion of 15 classes of that course. Similarly, a student needs to enroll prior to completion of 15 classes of a half year course. Reasonable flexibility will be considered for transfer students who did not begin the year or semester as appropriate at Union Springs.

In where students are allowed to add courses after the course had begun, students will be expected to make up missed assignments for that part of the course that they missed prior to taking the course. This will not necessarily be the case for transfer students who were in fact registered in a similar course in another school that semester prior to transferring.

Dropping a Course

It is important for parents and teachers to expect that all students complete a course that they have enrolled in. Therefore, dropping a course of study for any reason is discouraged and can only occur within the following parameters:

- A student may drop a course prior to the completion of the 15th class period. Once 15 days of class have taken place the class cannot be dropped.
- Students may only drop a course prior to 15 days if there is an equivalent course of study available.
- Dropping a course requires the proper form available within the Counseling Office. Parent signatures and approval are required. Additional signatures from the teacher, counselor, and principal are required.
- Check the school calendar or contact the guidance office for drop dates for college courses.

Independent Study

An independent course of study will not be made available to students if that subject is available through the regular instructional schedule. If a student needs a course that is not available or does not fit into a student schedule because of course load, then an independent course may be developed and will need the approval of the teacher involved, school counselor, parent(s), and building principal.

Online Courses

Online course work can be done in one of two ways:

1. Credit Recovery- If a student fails a course they may take the course online to gain that credit. (Note: Not all courses can be done online)
2. Credit Accrual- Students may take course work for credit in the following scenarios: they cannot fit a needed course in their schedule; they have a special interest in a course that we do not offer; or they will be short credits for graduation. (Students will not be allowed to take a course that we offer online if it fits in their schedule)

Acceleration: Testing Out And Students Taking Courses Above Normal Grade Levels

Information regarding acceleration may be obtained from the Guidance or High School Office. There are a number of specific circumstances involved with testing out of a high school course. Similarly, there are numerous criteria that must be met for a student to take courses above normal grade levels.

REPORT CARDS AND GRADING

The passing grade for all subjects is 65%. The school issues report cards six times during the school year, three times during each semester with each marking period being six to seven weeks long. Each teacher will provide a course outline/syllabus explaining grading policies and procedures.

Schooltool is an online program available for parents to view student progress and performance at any time. Parents will need to provide the school with a valid email address in order to access Schooltool.

Students may receive an incomplete grade at the end of a marking period if extenuating circumstances prevent completion of all course work. They have two weeks to make up an incomplete. At the end of the two week period if work is not complete the actual numerical grade that reflects student performance will be entered into the progress report.

Midterms and Final Exams

- Midterms will be administered at the end of the first semester in January and will be used to calculate mid-year grades.
- Final exams will be administered during the June examination period at the end of the second semester and will be used to calculate final averages: final exams and midterm exams are each counted as one additional marking period.

Honor Roll

- Principal's Honor Roll is determined by the weighted average of 94.5 to 100
- High Honor Roll is determined by the weighted average of 89.5 to 94.49.
- Honor Roll is determined by the weighted average of 84.5 to 89.49

Note: Students who have earned an incomplete or below a 65% in a course will not be eligible for Honor Roll.

Plagiarism

A student who copies another student's assignments, copies directly from a book, or uses any text to represent original work, is committing plagiarism (a dishonest act). It is acceptable for students to quote and paraphrase from literature and research writings, as long as students properly and specifically identify such passages. If a student plagiarizes from an author or student, teachers may assign a "zero" as a grade. Further disciplinary action may take place, with the approval of the principal, depending on the extent of the plagiarism and the nature of the assignment. Also, any student who does an assignment for another student may receive a "zero" and is likewise eligible for further disciplinary action.

Advanced Placement Courses

Advanced Placement courses are presently offered in Science and Social Studies. The purpose of these courses is to challenge students who are committed to demonstrating outstanding academic ability and high academic motivation. Students can earn college credit by fulfilling the requirements of these courses and scoring well on the National Advanced Placement Exam administered for each AP course in May. Taking this exam is an expectation for all students taking an AP course. Students will be responsible for fees associated with an AP examination. Teachers will provide students with payment information.

College Credit Course Program

College credit courses enable Union Springs High School students to complete work toward a college degree while finishing requirements for high school graduation.

***** Payment for AP Exams must be made by the last day of the first semester-typically between January 29 and 31st. College course payments for non-CCC courses is taken care of by those colleges and the families.**

Class Rank and Weighted Grades

Students are ranked according to their cumulative average for all coursework including Physical Education. All classes are weighted according to the amount of credit they carry, e.g. English 9 – 1; Chorus - .5; Algebra- 1; etc. The amount of credit a class carries is determined by the total amount of seat time the class meets.

In an effort to encourage participation in more challenging courses, all college and AP courses are weighted as 1.05.

Class rank will be computed through computerized grade reporting and shall include all classes taken, including physical education. Class rank will be determined using weighted averages. Rank will be determined at the end of each semester. N.B. final class rank is computed at the end of the sixth marking period of a student's senior year.

Valedictorian and Salutatorian

Students who have attended four consecutive years at the Union Springs High School, with exception for extenuating circumstances, are eligible to be considered for valedictorian and salutatorian honors. The determination of valedictorian and salutatorian in the class will be made after the fourth marking period in the senior year. This determination will be based on the cumulative weighted average of each student's high school academic records from Grades 9 (or 8th graders who take high school credit bearing courses) through the fourth marking period of grade twelve.

ATTENDANCE

(THE COMPREHENSIVE POLICY IS AVAILABLE IN THE HIGH SCHOOL OFFICE)

Attendance is a critical factor for student success in school. Consistent school attendance, improved academic performance, and school completion have a positive correlation. Therefore, it is the policy of the Union Springs Central School District to promote 100% attendance, which, in turn, will lead to the development of skills, habits, understanding and knowledge for the success of all of our students. The Union Springs School Administrators and District personnel are committed to:

- Know the whereabouts of every student for safety and other reasons;
- Identify attendance patterns to design improvement efforts;
- Aid in closing gaps in student performance;
- Aid in increasing school completion;
- Determine the district's average daily attendance for State aid purposes;
- Verify compliance with compulsory education laws.

ATTENDANCE AND COURSE CREDIT

Unexcused Absences

Students exceeding 24 unexcused absences for a full year course and 12 unexcused absences for a half year course will not be awarded course credit unless:

1. The student meets with the teacher to review the lesson missed, and/or audits the same lesson taught in a different section, and/or completes all work missed during the absence within five school days upon return from that absence.
2. If a student makes up that unexcused absence as described above, that absence will be removed from the accumulation of 24 absences which would have led to no course credit.

Excused Absences

1. Work must be made up within five school days.
2. In the case of extended illnesses arrangements can be through the high school office.

College Courses and Absences

1. Students taking college courses cannot miss more than 20% of the course time to receive credit.

DETERMINATION OF EXCUSED/UNEXCUSED ABSENCES, TARDIES AND EARLY DEPARTURES

Based upon the District's education and community needs, values and priorities, the school district has determined that absences, tardiness, and early departures will be considered excused or unexcused according to the following standards:

Excused: An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations or other such reasons as may be approved by the Board of Education.

Unexcused: An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the excused categories (e.g. family vacation, hunting, babysitting, oversleeping, haircut).

ATTENDANCE (CONTINUED)

ATTENDANCE INTERVENTION

Our school attendance official will keep attendance records for every student as reported by homeroom and classroom teachers. Tardiness and absences will be reported to parents via each report card. In addition, if a student falls below the minimum attendance requirement parents will be notified by letter.

The following process for intervention will be applied in cases where students chronically fall below the minimum attendance requirements.

- The attendance official phones the parent/guardian.
- The attendance official informs the guidance counselor who requests a parent conference.
- A discipline referral will be sent to the office. Interventions will be determined on an individual basis, and/or according to the discipline code.
- If chronic unexcused absences persist, the school will initiate a conference with the parents in order to develop a plan to improve attendance.
- A FAST Referral (Families Access to Service Team) may be filed with the Cayuga County for chronic truancy and/or chronic unexcused absences.

EXTENDED ILLNESS

Students with an extended illness may be placed on home tutoring and will not be counted as absent from school. Home tutoring will be available only after five full school days of consecutive absences or more; tutoring will be granted for two hours/ every full day of absence.

A doctor's statement indicating the medical reason for requesting home tutoring must be submitted by the parent/guardian before approval by the administration.

RESIDENCY

Students must reside within the District's boundaries to attend Union Springs Schools. Students who do not comply with the notice and residency requirements will be excluded from attendance. An exception will be made for seniors who begin the school year as residents of the District.



STUDENT ACTIVITIES

HIGH SCHOOL SITE BASED TEAM

The High School Site Based Team includes four student representatives, one from each grade level, as well as representatives from the following other school related groups – parents, community, administration, support (clerical, maintenance, and custodial), and faculty (teachers and teacher assistants). The team meets regularly during the school year and has real decision making power as to bringing about change in the High School to enhance learning – including rules, process, and procedures.

STUDENT GOVERNMENT

Student Government is a forum for students to express their concerns and recommend changes involving High School related matters. Such recommendations will be addressed to the High School Faculty, High School Principal, or High School Site Based Team as appropriate. Any student who wishes to be a member of High School Student Government may do so by attending the Student Government meetings.

DANCES

Dances and similar activities are classified fundraisers and are to follow all fund raising procedures. Because of the economic impact to the school district (custodial costs, supervision costs, etc.), the following guidelines will be in effect:

- Dances are school sponsored events.
- All expectations within the “Code of Conduct” and eligibility rules apply to all dances.
- A student wishing to bring a guest must obtain permission from the Principal or Principal’s designee.
- Once a student leaves the dance, that student will not be readmitted.
- Students will not be admitted after the first hour of the dance.

The Junior Prom is for juniors and their guests. Tickets for the Prom may be obtained only by juniors or seniors.

- Students attending the junior prom must have completed a Prom Pledge before purchasing tickets (this also includes guests from other schools)
- Students must be academically eligible to attend (Junior’s wishing to go to the Prom cannot be failing more than one course).

DANCE EXPECTATIONS

The expectation is for students to conduct themselves appropriately. It is important to maintain dignity and decorum while dancing.

ONE WARNING (Students will be asked to leave the dance and parent will be called)

*****Determination will be at the discretion of the Building Principal.**

NATIONAL HONOR SOCIETY

The faculty awards membership in the National Honor Society to junior and senior students who have attained excellence in the areas of scholarship, leadership, character, and service. Continued membership shall be based on each student's ability to maintain inside and outside of school the standards set for entry into the National Honor Society.

CLUBS AND ACTIVITIES

- Class of 2024
- Class of 2025
- Class of 2026
- Class of 2027
- E-Sports
- Fitness Center
- Gaming Club
- Masterminds
- Music Club
- Musical
- P2 Club
- Ski Club
- Spanish Club
- Student Council
- Yorkers



FIELD TRIPS

Field trips are an important part of a student's educational experience. If a class or group is scheduled for a field trip all students registered for that class or group are expected to attend. The following procedures and expectations are to be followed when attending field trips.

- All students must have a signed permission slip prior to leaving for the trip.
- All students are expected to follow all classroom expectations for the field trip.
- Students are responsible for making up all schoolwork and assignments due in missed classes within a reasonable amount of time. Teachers will explain reasonable time expectations as per class. Failure to make up any missed assignments will result in the loss of credit for the missed work.

SENIOR TRIP

- Annual senior trips are not guaranteed. Senior trips must be approved by the building principal and must include an educational plan that involves culture, theatre, history or science.
- All expectations within the "Code of Conduct" and eligibility rules apply to the senior trip.
- Students will be subject to having all bags and contents inspected before the trip.
- Excessive absences/tardies and/or disciplinary referrals may eliminate students from going on the senior trip. Out of school suspensions automatically eliminates students from going on the senior trip.

STUDENT PRIVILEGES & GUIDELINES

SENIOR EARLY DISMISSAL OR LATE ARRIVAL

Seniors may gain the privilege to leave school early or arrive late. The following criteria must be met before a senior release is released:

- Seniors must be passing their subjects with the minimum of 65% average.
- Seniors must maintain less than a 5% tardiness rate.
- Seniors must have a satisfactory record of behavior.
- Forms must be completed and filed with the Principal before the student is allowed early dismissal or late arrival.

PERMISSION TO LEAVE EARLY

Students must have prior permission from an administrator to leave the building at any time prior to dismissal. Every effort should be made by students and parents to make doctor, dentist, and other appointments after school hours. If this is impossible, students must bring a note signed by their parent or guardian stating the date and time to be excused. Early dismissal excuses are processed before school in the Attendance Office.

CAFETERIA

Expectations:

- Treat each other with respect.
- Be responsible for own conduct.
- Be responsible for cleanliness on and around table.
- Dispose of food or trash where seated.

FOOD AND DRINKS

- All candy fundraising sales will be limited to a designated time and location.
- Students are not allowed to leave classrooms/pods to go to the cafeteria to buy food. Students may bring food with them to school for a morning snack (students cannot share food) or order something from the cafeteria that will be delivered to the students pod.
- Teachers may permit food and beverage items in the classroom at their own discretion. Energy drinks such as Red Bull, Monster, etc. are not allowed in school. Drink containers should be no larger than one liter and should contain no additives (protein supplements, flavorings, etc.)
- Students who do not follow these expectations will receive consequences in accordance with the "Code of Conduct."

GUIDELINES FOR THE DISTRIBUTION OF LITERATURE

Rules and regulations of the Board of Education of the Union Springs Central School District prohibit general distribution or dissemination of publications, magazines, newspapers, or other written documents (hereinafter, "Literature") that are not directly related to the educational program or to

school sponsored events. Also prohibited is literature which not widely circulated or available to the general public. Distribution of any literature without the prior approval of the principal or a delegated representative is prohibited.

POSTERS

Students wishing to place posters anyplace in the building or on school grounds must have permission from the building administrator. In the event that such a poster does not involve a particular school organization or class, it should be initialed by the principal for approval.

DRIVING AND PARKING PRIVILEGES:

Because of space limitations there are only a limited number of student parking places available. These will be assigned on first come first served basis to seniors.

- Permission to drive automobiles to school will be granted only after parent permission forms are completed and approved by the Principal:

1. PRIORITY #1 – Student parking permits will be reserved for juniors and seniors except under unusual or extreme circumstances. Seniors receive priority over juniors.
2. PRIORITY #2 – Permission to drive to school is limited to students whose employment status is such that regular school transportation would prove a hindrance to the student's work schedule. A note stating such from the employer shall be included on the parking permit application.
3. PRIORITY #3 – Students may receive the privilege to drive to school if their rate of tardiness is no greater than 5%, if they pass all their subjects, and if their school behavior remains satisfactory.

- Students are to use the student parking area, located on the perimeter of the south parking lot (nearest the track)
- All students' cars must be registered in the principal's office.
- Cars entering and leaving the student parking area are not to be driven over five miles per hour.
- Caution must be exercised at places where buses load and at entrances to school roadways as well as near the school building where students walk.
- Drivers are not to pass a stopped school bus with flashing red lights anywhere or anytime including the parking lot according to NYS Motor Vehicle Law.
- Students driving cars to school will not be permitted to go to their cars during the day without the permission of the principal.
- Students are not allowed to sit in cars, and they are to leave their cars as soon as they park.
- Students who drive to school are expected to be in school on time. (Students will not be penalized for tardiness when they are reasonably late due to poor weather and bad driving conditions.)
- Students who attend BOCES programs are permitted to drive with the written permission of the BOCES Principal and the USHS Principal. (If allowed to drive to and from BOCES, such drivers may not transport any other students.)
- It is the responsibility of parents to determine whether or not their student driver may transport other students to and from the high school.

STUDENT PRIVILEGES & GUIDELINES (CONTINUED)

- Occasionally, with the permission of the parent/guardian, students may be allowed to drive off school grounds for personal business. Each time this is done, it must be with the permission of the principal.
- Any student violating the above will be subject to consequences and/or denied the privilege of driving and parking on school grounds.

UNAUTHORIZED ASSEMBLY

It is the responsibility of the administration of the school to protect the individual rights and safety of the students and staff. If an individual student or group of students is inciting other students to participate in an unauthorized assembly, boycott or sit-in, the following action will be taken:

- The student(s) will be asked to report to the office and his/her parent(s) will be required to come to school.
- The student(s) may be suspended from school.

ELECTRONIC DEVICES

The use of cell phones (except during the students lunch period), radios, tape recorders, CD players, I-pods (may be used during study halls with teacher permission), pagers, lap tops, e-readers, kindles (and like devices), cameras and similar equipment is not permitted unless it is part of a classroom activity.

As students enter each classroom they are to put their cell phones in an assigned classroom storage sleeve. Failure to do so will be considered "Insubordination" and result in (extended detention for the first offence, ISS for the second offence, OSS for the third offence, OSS and a Superintendents hearing for the fourth offence). IF A STUDENT MUST USE THEIR PHONE IN AN EMERGENCY, THEY CAN COME TO THE HS OFFICE, GET PERMISSION FROM ONE OF THE ADULT STAFF MEMBERS, AND USE THE BACK OFFICE TO MAKE THAT CALL IN PRIVATE. IN THE PAST WE HAVE NEVER DENIED A STUDENT TO DO SO.

Students May use their cell phones during lunches and in classrooms with the teachers permission (typically academic reasons only).

*****Parents are requested NOT to contact students by cell phone during the school hours from 7:30-2:15pm. Should students need to contact their parents for any reason, they can come to the high school office and use their cell phones (must ask permission) or the school phone.**

TELEPHONES

Office phones are available for the convenience of students for emergency use during the school day. A staff member or administrator may require the student to terminate the call. Permission must be granted for the use of these phones. Parents needing to contact students during the normal school day should call the High School Office: 889-4110.

LIBRARY MEDIA CENTER

The Library Media Center is a multidimensional library with all types of learning resources. Students and teachers will find an excellent collection of books, periodicals, and other printed materials, all of which provide a variety of learning opportunities. The collection consists of more than 15,000 books, subscriptions to 50 magazines and The Post-Standard newspaper, as well as donations of The Citizen and The Wall Street Journal newspapers. There are twenty-two computers available for student use. Students can access useful online resources, most of which are available outside of the school. This includes an online database of hundreds of magazines and newspapers, in full text, from 1986 to the present. Students, teachers, and community members share these resources and services. The library also offers testing services for students directly from classes or those signed up from study halls. Normally the library is open after school for student use. To serve the needs of students and teachers, ensure maximum availability as well as security of materials, and maintain the library as an effective study center for the school, the following policies of operation have been adopted.

BORROWING PRIVILEGES

Non-reference books and back issues of magazines are loaned for a period of three weeks. Reserved books, most reference materials, and current periodicals are not normally used outside of the library.

OVERDUE LIBRARY MATERIALS

Library overdue notices are sent to the students through their homeroom teachers and/or the appropriate subject teacher after materials are four weeks overdue. Calls may be made home if materials have not been returned after one week.

Detentions will be given if a student fails to return or pay for overdue materials in a timely manner.

All students, staff, and community members are responsible for any overdue or lost library materials signed out in their name until they are returned or paid for.

ADMISSION

Study hall students who want to use the library should go directly to the library and sign in. Students are to sign their own name on the list for the appropriate study hall. This sign-up must be done during passing time. Once the period starts, it is expected that students in both the library and study halls will stay for the remainder of the period. If a student is habitually late to the library or study hall, library privileges may be limited. Students with restricted library privileges may not sign the library list unless they have a subject pass from their assigning teacher. When necessary, the library staff will determine seating arrangements for students.

LIBRARY EXPECTATIONS

- Talking is permitted only when it relates directly to academic studies and is done quietly. Talking is not permitted from one seating area to another, such as table to table.
- Students are not permitted to use the library for excessive socializing or games.
- Students are not permitted to use the library computers for non-academic purposes such as games, virtual sports, chat rooms, or instant messaging.
- Students are expected to find a seating station at which they will stay for the period.
- Students are expected to utilize their time in a productive way.
- Distribution of leisure magazines will only be done during the first ten minutes of the period.
- To avoid unnecessary distraction, students should bring all study materials with them at the beginning of the period.
- Food, candy and beverages are not allowed in the Library.
- Students who fail to observe the library rules should be aware that their leisure privileges may be limited or withdrawn.
- Taking any materials out of the library, without it being first properly checked out, is not permitted and will be treated as theft.

SECURITY

SAFE HOMES LEGISLATION

A safe and secure environment is a prerequisite for effective teaching and learning. Threats to the safety and security of people and property can arise from natural hazards – for example earthquake, floods and storms – or from human actions – such as vandalism, arson, and violent crime. While catastrophic events and human tragedies cannot be eliminated entirely, there is a role for facility designers, institutional managers, emergency response teams, and post-crisis intervention in mitigating their negative impact. (OECD).

BUILDING SECURITY

The school follows appropriate procedures based on National and State recommendations for terrorist alert situations. Students are not to open locked exit doors to enable people to enter the building from outside the building. Most building exit doors are locked for security reasons, and visitors should go to the main foyer door and then sign in at the attendance office.

VISITORS

Visitors are welcome at the school with permission from the principal or designated administrator. All visitors should report to the attendance office upon arrival at school and state their business. It is a Class B misdemeanor to remain unlawfully in a public school building, or to refuse to leave the premises when personally asked to by a principal, maintenance personnel, or other staff member.

VOLUNTEERS

Volunteers can impact student success by contributing their time and talents to schools and students. There are many different areas available for participation with each school having their own rewarding opportunities. All volunteers, including volunteer athletic coaches, must be approved on an annual basis by the Union Springs Board of Education. Volunteers must complete the appropriate paperwork prior to board of education approval. Volunteer coaches must also have completed the appropriate New York State coaching certification requirements.

LOCKERS

Lockers are the property of the school and, like textbooks, are loaned to students during the school year. Lockers are not the property of students and may be subject to search where reasonable suspicion exists as to the violation of school rules and/or the law. The school retains the right to inspect lockers and expects that students will maintain them in a clean and orderly manner. Combinations to locks are kept in the High School Office. All students must place their books and outer garments in the hall lockers. Doubling up in lockers is not permitted. Procedures for gym lockers are the same as those for hall lockers. In most cases theft is a result of unlocked lockers. Valuables should not be brought to school or stored in lockers. Students should report to the Middle School Office for safekeeping of valuables if needed.

SECURITY (CONTINUED)

BACKPACKS/BAGS/PURSES

Students should make every effort to keep these in their locker. If unable to do so the backpacks/bags/purses are to be kept in a designated area of the classroom. Purses are to be stored under desks during class.

LOST AND FOUND

Lost and found departments are located in both the Middle School and High School offices. Any personal or school property found in or near the immediate area of the school should be taken to one of these offices. Each month any unclaimed items will be donated to a local charity.

FIRE DRILLS/CODE DRILLS

Specific instructions are posted in each classroom, and will be reviewed annually by staff. At the sound of the bell/announcement, all students are to remain silent and follow directions for safe and efficient instructions. Students will return to a normal routine in a quiet, orderly manner under the direction of the staff.



ADDENDUM

PROTOCOL FOR BREATHALYZER TESTING

Students exhibiting signs of having consumed alcohol, including but not limited to glassy eyes, slurred speech, unsteadiness on the feet or emission of an alcoholic odor may be requested to take a breathalyzer test. The following is a description of the protocol for use of the breathalyzer:

1. The Breathalyzer can be used during the school day and at all school-sponsored activities including but not limited to: dances, proms or other extracurricular activities.
2. The Breathalyzer is administered to any student who is suspected of being under the influence of alcohol using the checklist attached.
3. The Breathalyzer will be administered by a school administrator or his or her designee.
4. We will make every effort to have two people present when the observation checklist is completed and the Breathalyzer is administered (either another school administrator or a teacher).
5. The Breathalyzer will be administered in a private area, away from other students.
6. The student will have two opportunities to take the Breathalyzer. The initial test may be administered at any time. A second test will be conducted fifteen minutes after the first test has been administered to confirm/verify the first test.
7. If this test is positive, the student will be denied entrance and or participation to the event, detained by school officials until parents/guardians arrive and subject to a thorough investigation. The student will be sent home and subject to disciplinary procedures as defined by the student code of conduct
8. Students who refuse the test will be denied entrance and or participation to the event and detained until parents/guardians arrive to remove them. In such cases, the student will be subject to disciplinary procedures.
9. The Breathalyzer Protocol Shall Apply to all students and guests, regardless of age.
10. The extra-curricular code of conduct as described in the Extra-Curricular Handbook will also apply to these offenses as appropriate.

ALCOHOL OBSERVATION CHECKLIST

OBSERVATION OF STUDENT

Name: _____ Date: _____

Time: _____

Event/Location: _____

CHECK ALL THAT APPLY:

1. Walking

normal stumbling staggering falling unsteady

2. Speech

normal shouting slurred incoherent whispering

3. Demeanor

normal sleepy crying fighting overexcited agitated

4. Eyes

normal bloodshot glassy watery dilated

5. Personal Conduct

normal profanity hostile erratic

6. Breath

normal alcoholic odor faint alcoholic odor

OTHER OBSERVATIONS:

Questions:

Are you feeling ill? Yes No If yes, please describe _____

Are you taking any medication? Yes No

If yes, would care to tell us what it is? _____

Have you consumed alcohol today? Yes No

How did you get here? _____

Disposition/conclusion: _____

Next action: _____

Contact parents: Yes No

Breathalyzer test results attached: Yes No

Staff member's name: _____

Witness: _____

APPENDIX A

UNION SPRINGS CENTRAL SCHOOL ADMINISTRATIVE TEAM

CENTRAL OFFICE / SCHOOL SUPPORT

Jarett Powers, Ed.D.

Superintendent of Schools
(315) 889-4100

Valerie Castiglia

Secretary to the District Superintendent
(315) 889-4100

Mike Wurster

Assistant Superintendent for Business
(315) 889-4157

Teresa Carner

Purchasing Clerk
(315) 889-4106

PRINCIPALS

Union Springs High School

Jason Dentel, Principal
Telephone: (315) 889-4110
jdentel@unionspringscsd.org

Union Springs Middle School

Nora Haldeman, Principal
Telephone: (315) 889-4110
nhaldeman@unionspringscsd.org

A.J. Smith Elementary

Sheila LaDouce
Principal of Special Programs
Telephone:(315)889-4170
sladouce@unionspringscsd.org



APPENDIX A (CONTINUED)

DIRECTORS & SUPERVISORS

Kathleen Smith, Director of Food Services

Telephone: (315) 889-4120

kmsmith@unionspringscsd.org

Andrea Lang, Transportation Supervisor

Telephone: (315) 889-5036

alang@unionspringscsd.org

Althea Suslik & Ms. Kate Collier, MS/HS Nurse

Telephone: (315) 889-4128

asuslik@unionspringscsd.org & kcollier@unionspringscsd.org

Todd Salls, Athletic Coordinator

Telephone: (315) 889-4136

tsalls@unionspringscsd.org

Sheila LaDouce, Principal of Special Programs

Telephone: (315)889-1170

sladouce@unionspringscsd.org

Renee Munn, CSE Chairperson

Telephone: (315) 889-4117

rmunn@unionspringscsd.org

Kevin Casler, Director of Operations & Technology

Telephone: (315) 889-4105

kcasler@unionspringscsd.org

EMERGENCY CLOSINGS

In case of emergency school closings, please use the following TV/Radio stations to provide updates:

WSTM-TV Channel 3

THE WALL/WGVA/WSFW

WYXL-FM/Radio 97.3

WTVH-TV Channel 5

WHEN-FM /Radio

SMOOTH-FM/Radio 106.9

WSYR-TV Channel 9

WSYR-AM/Radio 570

WAUB/WNYR/Radioa

WBBS-FM/Radio 104.7

WYYY-FM/Radio 94.5

WVOR-FM/Radio 100.5

WNTQ/WNDR/Radio 93Q

Topic	Step 1	Step 2	Step 3
Academics			
Student Progress	Teacher	Principal	Superintendent
Curriculum/Instructional Materials	Teacher	Principal	Curriculum Coordinator
Student Behavior	Teacher	Principal	Superintendent
Athletics	Coach	Athletic Coordinator	Principal
BOE Policies	Administrator closest to the issue	Superintendent	Board of Education
Bullying, Harassment, Discrimination	Teacher	Principal	Superintendent
Extra-Curricular Activities	Advisor	Principal	
Health Related	School Nurse	Athletic Coordinator (sports related)	Principal
Safety/Security	Principal	Head of Buildings and Grounds	Superintendent
Transportation	Bus Driver	Transportation Supervisor	Assistant Superintendent for Business
Building Use	Building Principals		
Food Service Free/ Reduced Lunch Program	Food Service Manager	Principal	Assistant Superintendent for Business

APPENDIX C

RESPONSIBILITIES OF UNION SPRINGS STAFF

Responsibilities of ALL staff of Union Springs Central School District including (but not limited to): Administrators, Teachers, Educational support Professionals, Clerical Staff, Custodial staff, Bus drivers, Student Services Staff, Maintenance staff and Food Service Staff

- A. Know school policies by reviewing the code of conduct annually. Follow rules in a fair and consistent manner.
- B. Foster and support a positive teaching-learning environment that is orderly and stimulating by being responsive to both the needs and goals of the school community and the laws and regulations mandated by the state and federal governments.
- C. Communicate consistently, fairly and respectfully with all students, colleagues and families.
- D. Be a positive role model for students.
- E. Work collaboratively with staff, students and families to establish cooperative techniques for creating an effective educational program.
- F. Offer and uphold a safe and inclusive environment free of emotional or physical bullying harassment or bias.

ADMINISTRATORS' RESPONSIBILITIES

- A. Establish reasonable rules and regulations for the well-ordered operation of the school and provide appropriate professional development to support positive and effective learning communities.
- B. Give full support to the staff charged with the responsibility for guiding conduct and enforcing discipline in accordance with district policies and NYS law.
- C. Make final decisions regarding disciplinary actions with consistency and fairness.
- D. Collaborate annually with students, teachers, administrators, parent organizations, school safety personnel and other school personnel to revise the Code of Conduct in order to clearly define expectations for the conduct of students, district personnel and visitors on school property and at school functions.

TEACHERS' RESPONSIBILITIES

- A. Promote and maintain a climate of mutual respect and dignity which will strengthen students' self-concept and promote confidence to learn.
- B. Come to class on time and prepared to teach using the lens of rigor, relationship, and relevance to inform instructional practice.
- C. Demonstrate interest in teaching and concern for student achievement.
- D. Communicate the following to students and caregivers:
 - Course objectives and requirements;
 - Evaluation procedures;
 - Assignment deadlines;
 - Behavioral and academic expectations;
- E. Communicate regularly with students, parents and other educators concerning growth, achievement and concerns in a timely fashion.

APPENDIX C (CONTINUED)

- F. Identify and address the special needs of students and offer additional help and support which is care fully monitored using instructional data so that they can make academic and behavioral progress.
- G. Be familiar with the different learning styles of students and offer a range of instructional approaches and supports that will help them to reach their potentials
- H. Prepare students to be responsible citizens in a free society in the spirit of understanding, peace, tolerance, equality of the sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.

STUDENT SERVICES' STAFF RESPONSIBILITIES (SCHOOL COUNSELORS, PSYCHOLOGISTS, SOCIAL WORKERS)

- A. Support students with academic and social-emotional challenges.
- B. Coordinate meetings as necessary to support students' academic and social-emotional growth and development.
- C. Provide assistance with post-secondary planning and/or career planning.
- D. Assist students in fully engaging in the curriculum and extracurricular programs.
- E. Insure that all students are receiving the supports that they are entitled to receive.
- F. Regularly review the progress of students receiving extra support using data to monitor their progress and make adjustments to their educational program as needed in order that they reach educational goals.
- G. Collaborate with school staff to help promote safe, inclusive, healthy learning environments.



APPENDIX D

SUPERINTENDENT HEARING APPEAL PROCESS

According to School Law 20:27, "...students can appeal long-term suspensions to their local school board." The following steps are to be followed relative to this process:

1. Student or parent/caregiver submits a letter to the Union Springs Central School District Board Clerk.
2. A copy of the letter is made by the Board Clerk for review by the Superintendent of Schools and the original is kept in the Board Clerk's office. The Board Clerk sends a letter to the parent/caregiver to notify receipt of the appeal letter.
3. The Superintendent of Schools (in concert with his designee) reviews the suspension documentation (hearing notes, witness statements, etc.) and confers with the Board of Education officers notifying them of the appeal.
4. The Superintendent of Schools and Board Clerk determine the soonest regularly scheduled Board meeting to hold the appeal and the parent /caregiver is notified via mail of this date. This meeting will be held in Executive Session.
5. "Request for Appeal Letter" is sent home to the entire Board of Education along with the date of the appeal meeting.
6. The Board of Education holds the meeting and listens to the appeal from the parent/ caregiver and the school district and makes a decision to either uphold the suspension or overturn it.
7. At the next public Board of Education Meeting, a resolution is made and a public vote is held relative to the matter. After the vote, a letter will be sent on the Board of Educations' letterhead notifying the parent/caregiver of the decision with a copy sent to the school principal and the file.



APPENDIX E

COMPUTER USE AGREEMENT FORM

Appropriate use of technology can enhance learning and engage students in the learning process. However, with this availability comes a great deal of responsibility on the student's part. This agreement "outlines" the expectations and potential consequences for using district technology and internet services. For a complete explanation please refer to pages 14-16 in this handbook or the Board of Education Policy 8321. This Computer Use Form MUST be signed and dated by both the Parent/Guardian and Student within the first two weeks of school. If this form is not returned within or prior to those two weeks student access to computers and network use may be revoked.

I/We agree to the following conditions of technology/internet use at the Union Springs Middle School and High School.

1. The use of computers, software, internet services, and other relevant services or programs related to technology is a "Privilege Not a Right".
2. Students shall use District Technology and the Internet in a responsible, safe, and appropriate manner.
3. Students shall have no expectation of privacy in District technology resources while on district premises, or at school events, or while using district sponsored "Cloud" access (Google or Office 365). In addition computer files and electronic communications, including email, are not private and may be accessed by the District at any time for the limited purpose of ensuring compliance with Board policies and regulations. This includes computer files and electronic communications which are accessed using District technology or through the Districts network but are stored externally.
4. Students shall not install software onto any District computer.
5. Students shall not interfere with, delete, or disable any district installed programs or applications.
6. Students shall not bypass blocks on sites deemed by the District as objectionable.
7. Students shall not use District technology resources to transmit offensive content. These include but are not limited to: pictures, foul language, threats, clips, movies, harassing messages, etc.
8. Students shall not vandalize the District computers or electronic works of other students or staff members.
9. Should a student recklessly/carelessly damage a District computer(s) as determined by administration, he/she will be financially responsible for any repairs or replacements.
10. Students shall adhere to all copyright laws while using District technology.
11. District computers are NOT to be taken home without approval from the building principal.
12. Computers are picked up in homeroom in the morning and dropped off during homeroom in the afternoon. It is the student's responsibility to plug their computer in each afternoon.

Students not abiding by these conditions may lose their access to technology and/or related services such as internet access. In addition disciplinary consequences may be applied at the discretion of the principal or his/her designee.

Parent/Guardians Signature _____ Date _____

Student Signature _____ Date _____

PLEASE RETURN THIS FORM TO YOUR HOMEROOM TEACHER NO LATER THAN THE SECOND FRIDAY OF SCHOOL.

APPENDIX F

DRESS CODE ILLUSTRATIONS



No Hats Allowed



Shorts/Skirts should be at least as long as your fingertips with your arms extended by your side

Must have a width of at least two fingers and shoulder cannot be bare.



Violators of the dress code will:

- 1. Have to change (We offer shirts and shorts as needed)**
- 2. Sent home to change**
- 3. Or spend time in ISS until they meet the dress code.**

Alma Mater

**Near Cayuga's deep blue waters
Stands the school we love so well
With the green fields close beside
her Trees and shrubs and hill and dell.**

**U.S.C.S. speed the echoes,
Ringing at thy call,
U.S.C.S. Alma Mater,
Loved the best of all.**

**May our love for thee grow stronger
As the years go speeding by.
Be thy name remembered ever,
May thy glory never die.**

**U.S.C.S. speed the echoes,
Ringing at thy call.
U.S.C.S. Alma Mater,
Loved the best of all.**

This handbook contains important information for students' and parents' reference. As a handbook, it seeks to address questions and practices from previous years. New information and rules may be added during the year, and the administration will inform students and parents of changes or additions as they occur.

NOTES





UNION SPRINGS

CENTRAL SCHOOL DISTRICT



FOLLOW US:

@UnionSpringsCSD
@UnionSpringsHS
@UnionSpringsMS
@UnionSpringsAJ
@USCSD_Wolves



Check out our website!

www.unionspringscscd.org



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www.citiboces.org/publicrelations

Home of the Wolves