

**DISTRICT-WIDE EMPLOYEE HANDBOOK ITEMS
2010 – 2011**

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Half-Days of Staff Development: 10/8, 10/29, 2/18, 3/17

MALONE CENTRAL SCHOOL

2010-2011 SCHOOL YEAR

Dates underlined are Regents Examinations. Opening Day for staff is Sept. 1 & 2.
 Dates blanked school is not in session. ■ Opening Day for students is Sept. 7.
 Dates circled are Conference Days ● (Teacher meetings - no school for students)

September 2010

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

SEPTEMBER

Sept. 1-2 Supt. Conference Days
 Sept. 3-6 Labor Day Recess
 Sept. 7 Opening Day of School

OCTOBER

Oct. 11 Columbus Day
 Oct. 22 Staff Conference Day

NOVEMBER

Nov. 11 Veterans' Day
 Nov. 12 Native American Day
 Nov. 24-26 Thanksgiving Vacation

DECEMBER

Dec. 23-31 Christmas Vacation

JANUARY

Jan. 1 New Year's Day
 Jan. 17 Martin Luther King, Jr. Day
 Jan. 25-28 Regent's Exams

FEBRUARY

Feb. 21-25 Winter Break

MARCH

Mar. 18 Supt. Conference Day

APRIL

Apr. 11-15 Spring Break
 Apr. 22 Easter Break

MAY

May 30 Memorial Day

JUNE

June 15-24 Regent's Exams
 June 24 Last Day of School

February 2011

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

October 2010

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March 2011

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2010

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

April 2011

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2010

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May 2011

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2011

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Summary of School Days

September	20	February	15
October	20	March	23
November	17	April	15
December	16	May	21
January	20	June	18
		Total	185

June 2011

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Approved by the Board of Education 3/23/2010

MALONE CENTRAL SCHOOL DISTRICT MALONE, NEW YORK Pay Day Schedule 2010-2011

<u>2010</u>	<u>12-Month Employees</u>	<u>10-Month Employees</u>
July 9	Full Pay	N/A
July 23	Full Pay	N/A
August 6	Full Pay	N/A
August 20	Full Pay	N/A
September 3	Full Pay	Single Pay for both 21.5 and 26 pay cycles
September 17	Full Pay	Full Pay
September 24	N/A	Single Pay for 26 pay cycle only
October 1	Full Pay	Full Pay
October 15	Full Pay	Full Pay
October 29	Full Pay	Full Pay
November 10	Full Pay	Full Pay
November 24	Full Pay	Full Pay
December 10	Full Pay	Full Pay
December 22	Full Pay	Full Pay
 <u>2011</u>		
January 7	Full Pay	Full Pay
January 21	Full Pay	Full Pay
February 4	Full Pay	Full Pay
February 18	Full Pay	Full Pay
March 4	Full Pay	Full Pay
March 18	Full Pay	Full Pay
April 1	Full Pay	Full Pay
April 15	Full Pay	Full Pay
April 29	Full Pay	Full Pay
May 13	Full Pay	Full Pay
May 27	Full Pay	Full Pay
June 10	Full Pay	Full Pay
June 24	Full Pay	Full Pay for 21.5 cycle 5 pays for 26 cycle

MALONE CENTRAL SCHOOL DISTRICT

2010-2011 INTERIM PROGRESS REPORT AND REPORT CARD DATES

Interim Period Ends:	October 1, 2010 (Friday)
Interim Reports Distributed:	October 6, 2010 Wednesday)
First Quarter Ends:	November 5, 2010 (Friday)
Report Cards Distributed:	November 9, 2010 (Tuesday)
(Elementary and Middle School Report Card Conferences will be held on November 9, 2010.)	
Interim Period Ends:	December 15, 2010 (Wednesday)
Interim Reports Distributed:	December 20, 2010 (Monday)
Second Quarter Ends:	January 28, 2011 (Friday)
Report Cards Distributed:	February 2, 2011 (Wednesday)
Interim Period Ends:	March 9, 2011 (Wednesday)
Interim Reports Distributed:	March 14, 2011 (Monday)
Third Quarter Ends:	April 21, 2011 (Thursday)
Report Cards Distributed:	April 27, 2011 (Wednesday)
(Elementary Report Card Conferences will be held on April 27, 2011.)	
Interim Period Ends:	May 18, 2011 (Wednesday)
Interim Reports Distributed:	May 20, 2011 (Friday)
Fourth Quarter Ends:	June 24, 2011 (Friday)
Elementary & Middle School Report Cards Distributed:	June 24, 2011 (Friday)
Franklin Academy Report Cards Distributed:	July 6, 2011 (Wednesday)

8/6/2010

DISTRICT POLICIES, INFORMATION, AND EXPECTATIONS

The following pages present excerpts from policies, as well as information and expectations that are applicable in all instructional buildings operated by the Malone Central School District.

The contents are reviewed annually and are subject to change as a result of occasional editing of policies and procedures, as well as by suggestions from shareholders or building and District-Wide School Improvement Committees. Final decisions regarding changes rest with the Superintendent, the Board of Education, or, in the case of Education Law the Commissioner of Education.

Though it is expected that staff members will familiarize themselves with this material, it should be understood that the policies, information, and expectations stated on these pages do not represent the total extent of such policies, information, or expectations pertaining to District teaching or support staff, or students. Individuals may request copies of specific policies or an entire set from the Superintendent's Office. Copies of the policy manual are also available in each building.

8/2010

SUBJECT: TRAVEL REIMBURSEMENT (#2320-R/6230-R)

Recognizing the importance of employee travel outside the school district for conferences and other school related affairs, it is the policy of the school district to reimburse or defray certain expenses incurred in approved travel. District will not pay for or reimburse employees for meal expense within the district unless pressing district business requires personnel to work through designated meal breaks as authorized by the Superintendent.

To insure uniform treatment of employees, it is important to set the following standards for reimbursement:

Lodging - Reimbursement will be at the standard single room rate for individual employee or standard double room rate for two (2) employees.

Meals - Reimbursement shall not include alcoholic beverages and shall defray expenses up to:

Breakfast	\$ 8.00 per person
Lunch	\$12.00 per person
Dinner	\$22.00 per person

*For this regulation, the term "employee" shall include members of the Board of Education and other persons on authorized district business.

SUBJECT: VISITORS TO THE SCHOOL (#3210)

Visitors may normally be expected to frequent the various schools during the course of the school day. Since the building principal is responsible for all persons within the school, visitors are required to proceed to the school's main office to state the nature of their business. Visitations to classrooms for any purpose require permission in advance from the building principal in order to allow teachers the opportunity to arrange their schedules to accommodate such requests.

The principal shall have complete authority to exclude from the school premises any person whom he or she has reason to believe is disrupting the educational programs, the students or teachers.

When individual Board members, other staff members, administrators, and teachers visit the schools, they must abide by the regulations and procedures developed by the administration regarding school visits. [In other words, when visiting a building to which he or she has no District assigned duty, an employee is to abide by the same procedures as other visitors.]

SUBJECT: SOLICITATION OF CHARITABLE DONATIONS FROM SCHOOL CHILDREN (#3270)

Direct solicitation of charitable donations from children in the District schools on school property during regular school hours shall not be permitted. It will be a violation of District policy to ask District school children directly to contribute money or goods for the benefit of a charity during the hours in which District students are compelled to be on school premises.

However, this policy does not prevent the following types of fund raising activities:

- a) Fund raising activities which take place off school premises, or outside of regular school hours during before-school or after-school extracurricular periods;
- b) Arms-length transactions, where the purchaser receives a consideration for his/her donation. For example, the sale of goods or tickets for concerts or social events, where the proceeds go to charity, shall not be prohibited as the purchaser will receive consideration - the concert or social event - for the funds expended;
- c) Indirect forms of charitable solicitation on school premises that do not involve coercion, such as placing a bin or collection box in a hallway or other common area for the donation of food, clothing, other goods or money. However, collection of charitable contributions of food, clothing, other goods or funds from students in the classroom or homeroom is prohibited.

SUBJECT: ALLEGATIONS OF FRAUD (#5570)

Reporting and Investigations of Allegations of Fraud

All Board members and officers, District employees and third party consultants are required to abide by the District's policies, administrative regulations and procedures in the conduct of their duties. Further, all applicable federal and/or state laws and regulations must be adhered to in the course of District operations and practices. Any individual who has reason to believe that financial improprieties or wrongful conduct is occurring within the School System is to disclose such information according to the reporting procedures established by the District. The reporting procedures will follow the chain of command as established within the department or school building or as enumerated in the District's Organizational Chart. In the event that the allegations of financial improprieties/fraud and/or wrongful conduct concern the investigating official, the report shall be made to the next level of supervisory authority. If the chain of supervisory command is not sufficient to ensure impartial, independent investigation, allegations of financial improprieties/fraud and/or wrongful conduct will be reported as applicable, to the Internal Auditor (if available), or the Independent (External) Auditor, or the School Attorney, or the Board of Education. The District's prohibition of wrongful conduct, including fraud, will be publicized within the District as deemed appropriate; and written notification will be provided to all employees with fiscal accounting/oversight and/or financial duties including the handling of money.

Upon receipt of an allegation of financial improprieties/fraud and/or wrongful conduct, the Board or designated employee(s) will conduct a thorough investigation of the charges. However,

even in the absence of a report of suspected wrongful conduct, if the District has knowledge of, or reason to know of, any occurrence of financial improprieties/fraud and/or wrongful conduct, the District will investigate such conduct promptly and thoroughly. To the extent possible, within legal constraints, all reports will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges and/or to notify law enforcement officials as warranted, and any disclosure will be provided on a "need to know" basis. Written records of the allegation, and resulting investigation and outcome will be maintained in accordance with law.

Based upon the results of this investigation, if the District determines that a school employee, school official, or school officer has engaged in financial improprieties/fraudulent and/or wrongful actions, appropriate disciplinary measures will be applied, up to and including termination of employment, in accordance with legal guidelines, District policy and regulation, and any applicable collective bargaining agreement. Third parties who are found to have engaged in financial improprieties/fraud and/or wrongful conduct will be subject to appropriate sanctions as warranted and in compliance with law. *The application of such disciplinary measures by the District does not preclude the filing of civil and/or criminal charges as may be warranted. Rather, when school officials receive a complaint or report of alleged financial improprieties/fraud and/or wrongful conduct that may be criminal in nature, law authorities should be immediately notified.*

An appeal procedure will also be provided, as applicable, to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable investigating officer(s).

Protection of School Employees who Report Information Regarding Illegal or Inappropriate Financial Practices

Any employee of the School District who has reasonable cause to believe that the fiscal practices or actions of an employee or officer of the District violates any local, state, federal law or rule and regulation relating to the financial practices of the District, and who in good faith reports such information to an official of the District, or to the Office of the State Comptroller, the Commissioner of Education, or to law enforcement authorities, shall have immunity from any civil liability that may arise from the making of such report. Further, neither the School District, nor employee or officer thereof, shall take, request, or cause a retaliatory action against any such employee who makes such a report.

The Board also prohibits any retaliatory behavior directed against any witnesses and/or any other individuals who participate in the investigation of an allegation of illegal or inappropriate fiscal practices or actions. Follow-up inquiries shall be made to ensure that no reprisals or retaliatory behavior has occurred to those involved in the investigation. Any act of retaliation is prohibited and subject to appropriate disciplinary action by the District.

Knowingly Makes False Accusations

Any individual who *knowingly* makes false accusations against another individual as to allegations of financial improprieties/fraud may also face appropriate disciplinary action.

SUBJECT: TOBACCO-FREE ENVIRONMENT (#5640)

The Board of Education and the Bargaining units, having given full consideration to the health hazards associated with tobacco use, as well as the need to provide healthy role models for the District's youth, have joined together to declare the Malone Central School District a smoke/tobacco-free District effective November 1, 1994.

Smoking/tobacco use is prohibited within and on all District owned, rented, or leased buildings, property, and vehicles. This prohibition applies to public, staff, and students, and extends to private vehicles when on school property.

SUBJECT: TRANSPORTATION OF STUDENTS (#5730)

If the District provides transportation for student athletes participating in inter-scholastic competition or co-curricular activities, or for students attending District sponsored educational field trips, students will not be authorized to use any other means of transportation when participating in these events, unless the principal/Director or his/her designee authorizes such alternate transportation. The principal shall require written application prior to approval. As an exception to this policy a coach and/or activity supervisor may release a student to the parent for transportation from an interscholastic event upon the receipt of a written request from the parent.

Transportation of Students in Private Vehicles

Those persons transporting students in private vehicles assume liability and any resulting costs for any accidents or injuries which may occur while transporting students to District sponsored events, without authorization.

District personnel using a private vehicle to transport students must have prior authorization and/or be acting within the scope of their duties in order to be held harmless by the District from any liability claim.

SUBJECT: SCHOOL BUS IDLING (#5751)

In accordance with the Rules and Regulations of the New York State Department of Environmental Conservation (DEC), excessive idling of certain vehicles is illegal in New York State. State regulations provide in part that buses exceeding 8,500 pounds and designed primarily for transporting persons or properties (i.e., a "heavy duty vehicle") shall not idle for more than five (5) consecutive minutes when not in motion unless otherwise authorized by the regulations. Significantly, the state regulations apply to a heavy duty vehicle whether or not powered by a diesel or non-diesel fueled engine.

Further, the five (5) consecutive minute limitation on idling applies to buses whether owned, operated or leased; or to one who owns, leases or occupies land and has the actual or apparent dominion or control over the operation of the bus present on such land.

Exceptions

Exceptions to the five (5) consecutive minute limitation on idling of school buses will be as enumerated in state regulations and include, but are not limited to, the following:

- a) The bus is forced to remain motionless because of the traffic conditions over which the driver has no control; and
- b) Idling to maintain an interior temperature of fifty (50) degrees Fahrenheit when the outside temperature is less than fifty (50) degrees or an interior temperature of seventy (70) degrees Fahrenheit when the temperature outside is more than eighty (80) degrees.
- c) Auxiliary function such as wheelchair lifts IF the operation requires the engine to continue running.
- d) When operation of the vehicle is required for maintenance, including necessary pre-trip safety inspections.

Sanctions for Violation of District Policy

District employed bus drivers as well as other District employees who are known to have engaged in prohibited behavior with regard to excessive idling of school buses are subject to disciplinary action pursuant to the applicable collective bargaining agreement, as well as the sanctions provided by in law and/or regulations.

Any significant violations by vendors/contract bus companies of District policy and/or regulations regarding excessive idling of school buses shall result in revocation of their contract for the transportation of District students; and they may be subject to sanctions provided or in law and/or regulations.

The District will monitor and enforce compliance with this policy; and any person may report incidents of noncompliance by contacting the Director of Transportation.

SUBJECT: CODE OF ETHICS FOR ALL DISTRICT PERSONNEL (#6111)

Standards of Conduct. Every officer or employee of the Malone Central School District shall be subject to and abide by the following standards of conduct:

(a) Gifts. Pursuant to Section 805-a of the General Municipal Law, he/she shall not, directly or indirectly, solicit any gift or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, under circumstances in which it could reasonably be inferred that the gift was intended or expected to influence him/her in the performance of official duties or was intended as a reward for any official action on his/her part.

(b) Confidential Information. He/she shall not disclose confidential information acquired by him/her in the course of his/her official duties or use such information to further his/her personal interest.

(c) Representation before one's own agency. He/she shall not receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he/she is an officer, member or employee or of any municipal agency over which he/she has jurisdiction or to which he/she has the power to appoint any member, officer or employee.

(d) Representation before any agency for a contingent fee. He/she shall not receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his/her municipality, whereby his/her compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of services rendered.

(e) Disclosure of interest in legislation. To the extent that he/she knows thereof, a member of the Board of Education and any officer or employee of the Malone Central School District, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board of Education or any legislation before the Board of Education shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he/she has in such legislation.

(f) Investments in conflict with official duties. He/she shall not invest or hold any investment directly or indirectly in any financial, business, commercial, or other private transaction, that creates a conflict with his/her official duties.

(g) Private employment. He/she shall not engage in, solicit, negotiate for or promise to accept private employment or render services for private interests when such employment or service creates a conflict with or impairs the proper discharge of his/her official duties.

(h) Future employment. He/she shall not, after the termination of service or employment with the School District, appear before any board or agency of the Malone Central School District in relation to any case, proceeding, or application in which he/she personally participated during the period of his/her service or employment or which was under his/her active consideration.

Penalties. In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of this code may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

SUBJECT: EMPLOYEE ACTIVITIES (#6430)

Political Activities

The Board of Education recognizes the right of its employees, as citizens, to engage in political activities and encourages its employees to exercise that right. However, the Board of Education also requires that school property, school time, and school resources shall not be used for political purposes.

Solicitations by Staff Personnel

Staff members seeking public office shall not be engaged in advertising or commercial solicitations on school time. Nor shall staff members advertise or solicit support, on school time, for any co-worker seeking public office.

Solicitations by Students at Staff Request

Students and/or student organizations shall not be engaged by any staff member to advertise, solicit votes, or otherwise promote a political party or the candidacy for political office of any staff member.

SUBJECT: INTERNET ACCEPTABLE USE (#6470-R)

Internet access is available to certain students and teachers in the Malone Central School District. We are pleased to have Internet access, because we believe it offers valuable, diverse, and unique resources to both teachers and students. Our goal in providing this service is to promote educational excellence in the district by facilitating resource sharing, innovation, and communication.

With access to computers and people around the world also comes the availability of material that may not be considered to be of appropriate educational value in the context of the school setting. Some material obtained via the “Net” may contain items that are illegal, defamatory, inaccurate, or potentially offensive. The Malone Central School District has taken precautions to restrict access to controversial materials. However, on a global network it is impossible to control *all* materials and a user may discover controversial information, either by accident or deliberately.

The purpose of this regulation is to ensure that use of Internet resources is consistent with the district’s stated mission, standards, and objectives. The smooth operation of the network relies upon the proper conduct of staff who adhere to strict guidelines. If a Malone Central School District user violates any of these provisions, his or her use may be restricted, suspended, or terminated and future access denied in accordance with the rules and regulations discussed with each user during Internet training sessions. If a user inadvertently accesses inappropriate material, he or she should immediately disclose the inadvertent access to his or her immediate supervisor. This action will help protect the user against an allegation that he or she has

intentionally violated this Acceptable Use Regulation.

District Internet Use Terms and Conditions

- 1) Staff members are responsible for displaying appropriate conduct on the district's computer networks, just as they are at any time they are at work in the district's schools.
- 2) The network is provided for staff and students to conduct research and communicate with others. Access to network services is given to those who agree to act in a considerate and responsible manner. Access is a privilege - not a right. That access entails responsibility. Inappropriate use may result in restriction, suspension, or termination of system privileges.
- 3) Users are expected to abide by generally accepted rules of network etiquette and conduct themselves in a responsible, ethical, and polite manner while on-line. E-mail messages sent to others must be signed by the sender and must use appropriate language which is not abusive, profane, or offensive. E-mail will not be used to distribute hate mail or exhibit antisocial behavior.
- 4) Users are not permitted to use the computing resources of the district for commercial purposes, product advertising, political lobbying, or political campaigning. Nor are users of computer resources to defraud or obtain money or other things of value by false representations or promises. They are not to post private information about another person, or transmit, receive, submit, or publish any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive, or illegal material.
- 5) A district Web page may be created and established only with the approval of the Superintendent. The Superintendent will designate the individual to maintain the district Web page, and will approve any material presented therein.
- 6) School and/or class Web pages may only be established with the approval of the building principal. When such pages are created, they may only present information about that school or class, and the associated activities. Building principals will designate the individual(s) to supervise and maintain any school Web page.
- 7) Computer equipment is to be used with care, and labs and other computer areas are to be kept clean and orderly. Food and drinks are to be kept away from computer areas. Physical and electronic tampering with district computer resources is not permitted. Damaging computers, computer systems, or computer networks intentionally will result in cancellation of privileges, as well as possible financial assessment for repair or replacement of damaged items.
- 8) Users will not plagiarize works found on the Internet. Plagiarism is taking ideas or writings of others and presenting them as if they were original to the user. Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not he/she can use a work, permission should be requested from the copyright owner.
- 9) Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem in the district's computers, network, or Internet connection, you must notify an administrator. Do not demonstrate the problem to others. Using someone else's password or trespassing in another's folders, work, or files without written permission is prohibited. Attempts to log on to the Internet as anyone but yourself may result in cancellation of user privileges.

10) The Malone Central School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The district assumes no responsibility for any phone charges, line costs or usage fees, nor for any damages a user may suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by negligence or your errors or omissions. Nor is the district responsible for any computer viruses that may be carried to home computer systems. Use of any information obtained via the Internet is at the user's risk. The district specifically denies any responsibility for the accuracy or quality of information obtained through its services.

SUBJECT: EMPLOYEE PROTECTION (#6540)

The District will provide legal defense for employees being sued for events arising from the individual's performance of duties, provided the employee was, at the time of the incident, acting in the discharge of his/her duties within the scope of his/her employment.

The District shall not be subject to the duty to defend unless the employee, within the time prescribed by the specific statute delivers the original or a copy of the claim to the Clerk of the District.

SUBJECT: SUMMARY OF COMPREHENSIVE STUDENT ATTENDANCE POLICY (#7110) Effective 6/22/2004

Statement of Overall Objectives

The Malone Central School District has developed this Comprehensive Student Attendance Policy to meet the following objectives:

- a) To increase school completion for all students;
- b) To raise student achievement and close gaps in student performance;
- c) To identify attendance patterns in order to design attendance improvement efforts;
- d) To know the whereabouts of every student for safety and academic reasons;
- e) To verify that individual students are complying with education laws relating to compulsory attendance;
- f) To determine the District's average daily attendance for State aid purposes.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

- a) **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, approved educational trips, or other such reason as may be approved by the Board of Education. (Absences or tardiness for these reasons will be excused upon receipt of a written, signed explanation from the parent or verified doctor's note).

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

Student Attendance Recordkeeping/Data Collection

The record of each student's presence, absence, tardiness and early departure shall be kept in a register of attendance in a manner consistent with Commissioner's Regulations. An absence, tardiness or early departure will be entered as "excused" or "unexcused" along with the District code for the reason.

Student Attendance/Course Credit

- a) Classroom Attendance (Grades 6-12)

The District believes that classroom attendance is related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade.

Students are expected to attend all scheduled classes. Unexcused student absences, tardiness, and early departures affect a student's classroom performance.

- b) Course Credit (Grades 9-12)

At the senior high school level, any student with more than 15 absences in a full year course may not receive credit for the course.

For Malone Central School District operated summer school and courses meeting 1/2 year or 1/4 year, the same policy will apply. This determination will be based on 8% of the days of instruction.

Attendance Incentives

In order to encourage student attendance, the District will develop and implement grade-appropriate/building-level strategies. These may include, but are not limited to:

- a) Exemplary attendance certificates will be provided to students with 3 or less excused absences and no unexcused absences or tardies;
- b) Monthly drawings for prizes at each grade level to reward perfect attendance;
- c) Grade-level rewards at each building for best attendance;
- d) Classroom acknowledgement of the importance of good attendance (e.g., individual certificates, recognition chart, bulletin boards);
- e) Annual poster/essay contest on importance of good attendance;
- f) Assemblies collaboratively developed and promoted by student council, administration, PTA/PTO and other community groups to promote good attendance.

Disciplinary Consequences

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in the District's Code of Conduct.

Community Awareness

The Board of Education shall promote necessary community awareness of the District's Comprehensive Student Attendance Policy by:

- a) Providing a plain language summary of the policy to parents or person in parental relation to students at the beginning of each school year and promoting the understanding of such a policy to students and their parents/persons in parental relation;
- b) Providing each teacher, at the beginning of the school year or upon employment, with a copy of the policy; and
- c) **Providing copies of the policy to any other member of the community upon request.**

SUBJECT: SUSPENSION OF STUDENTS (#7313)

The Superintendent and/or the Principal may suspend the following students from required attendance upon instruction:

- a) A student who is insubordinate or disorderly; or
- b) A student who is violent or disruptive; or
- c) A student whose conduct otherwise endangers the safety, morals, health or welfare of others.

Suspension

Five School Days or Less

The Superintendent and/or the Principal of the school where the student attends shall have the power to suspend a student for a period not to exceed five (5) school days. In the absence of the Principal, the designated "Acting Principal" may then suspend a student for a period of five (5) school days or less.

When the Superintendent or the Principal (the "suspending authority") proposes to suspend a student for five (5) school days or less, the suspending authority shall provide the student with **notice** of the charged misconduct. If the student denies the misconduct, the suspending authority shall provide an **explanation** of the basis for the suspension.

When suspension of a student for a period of five (5) school days or less is proposed, administration shall also immediately notify the parent/person in parental relation in writing that

the student *may be* suspended from school.

Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within twenty-four (24) hours of the decision to propose suspension at the last known address or addresses of the parents/persons in parental relation. Where possible, notification shall also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents/persons in parental relation.

The notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the student and the parent/person in parental relation of their right to request an immediate informal conference with the Principal in accordance with the provisions of Education Law Section 3214(3)(b). Both the notice and the informal conference shall be in the dominant language or mode of communication used by the parents/persons in parental relation. At the informal conference, the student and/or parent/person in parental relation shall be authorized to present the student's version of the event and to ask questions of the complaining witnesses.

The notice and opportunity for informal conference shall take place **prior to** suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practical.

Teachers shall immediately report or refer a violent student to the Principal or Superintendent for a violation of the *District's Code of Conduct* and a minimum suspension period.

More Than Five School Days

In situations where the Superintendent determines that a suspension in excess of five (5) school days may be warranted, the student and parent/person in parental relation, upon reasonable notice, shall have had an opportunity for a fair hearing. At the hearing, the student shall have the right of representation by counsel, with the right to question witnesses against him/her, and the right to present witnesses and other evidence on his/her behalf.

Where the basis for the suspension is, in whole or in part, the possession on school grounds or school property by the student of any firearm, rifle, shotgun, dagger, dangerous knife, dirk, razor, stiletto or any of the weapons, instruments or appliances specified in Penal Law Section 265.01, the hearing officer or Superintendent shall not be barred from considering the admissibility of such weapon, instrument or appliance as evidence, notwithstanding a determination by a court in a criminal or juvenile delinquency proceeding that the recovery of such weapon, instrument or appliance was the result of an unlawful search or seizure.

Minimum Periods of Suspension

Pursuant to law, Commissioner's Regulations and the *District's Code of Conduct*,

minimum periods of suspension shall be provided for the following prohibited conduct, subject to the requirements of federal and state law and regulations:

- a) Consistent with the federal Gun-Free Schools Act, any student who is determined to have brought a weapon to school or possessed a weapon on school premises shall be suspended for a period of not less than one (1) calendar year. However, the Superintendent has the authority to modify this suspension requirement on a case-by-case basis.
- b) A minimum suspension period for students who repeatedly are substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom, provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law. The definition of "repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority" shall be determined in accordance with the Regulations of the Commissioner.
- c) A minimum suspension period for acts that would qualify the student to be defined as a violent student pursuant to Education Law 3214(2-a)(a), provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law.

Suspension of Students with Disabilities

Generally, should a student with a disability infringe upon the established rules of the schools, disciplinary action shall be in accordance with procedures set forth in the *District's Code of Conduct* and in conjunction with applicable law and the determination of the Committee on Special Education (CSE).

For suspensions or removals up to ten (10) school days in a school year that do not constitute a disciplinary change in placement, students with disabilities must be provided with alternative instruction or services on the same basis as non-disabled students of the same age.

If suspension or removal from the current educational placement constitutes a disciplinary change in placement because it is for more than ten (10) consecutive school days or constitutes a pattern because the suspensions or removals cumulate to more than ten school days in a school year, a manifestation determination must be made.

Manifestation Determinations

A review of the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability must be made by a manifestation team immediately, if possible, but in no case later than ten (10) school days after a decision is made:

- a) By the Superintendent to change the placement to an interim alternative educational setting (IAES);
- b) By an Impartial Hearing Officer (IHO) to place the student in an IAES; or
- c) By the Board, District Superintendent, Superintendent or building principal to

impose a suspension that constitutes a disciplinary change of placement.

The manifestation team shall include a representative of the District knowledgeable about the student and the interpretation of information about child behavior, the parent and relevant members of the CSE as determined by the parent and the District. The parent must receive written notice prior to the meeting to ensure that the parent has an opportunity to attend. This notice must include the purpose of the meeting, the names of those expected to attend and notice of the parent's right to have relevant members of the CSE participate at the parent's request.

The manifestation team shall review all relevant information in the student's file including the student's individualized education program (IEP), any teacher observations, and any relevant information provided by the parents to determine if: the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or the conduct in question was the direct result of the District's failure to implement the IEP.

Finding of Manifestation

If it is determined, as a result of this review, that the student's behavior is a manifestation of his/her disability the CSE shall conduct a functional behavioral assessment and implement or modify a behavioral intervention plan. Unless the change in placement was due to behavior involving serious bodily injury, weapons, illegal drugs or controlled substances, the student must be returned to the placement from which the student was removed unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

No Finding of Manifestation

If it is determined that the student's behavior is not a manifestation of his/her disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration for which they would be applied to students without disabilities, subject to the right of the parent/person in parental relation to request a hearing objecting to the manifestation determination and the District's obligation to provide a free, appropriate public education to such student.

Provision of Services Regardless of the Manifestation Determination

Regardless of the manifestation determination, for subsequent suspensions or removals for ten (10) consecutive school days or less that in the aggregate total more than ten (10) school days in a school year but do not constitute a disciplinary change of placement, and for suspensions or other disciplinary removals in excess of ten (10) school days in a school year which do constitute a disciplinary change in placement for behavior, the CSE shall determine the services to be provided to students with a disability necessary for them to continue to participate in the general education curriculum and progress toward meeting the goals set out in their IEP, and shall conduct or provide, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so it does not recur.

Interim Alternative Educational Setting (IAES)

Students with disabilities who have been suspended or removed from their current placement for more than ten (10) school days may, as determined by the CSE, be placed in an IAES which is a temporary educational setting other than the student's current placement at the time the behavior precipitating the IAES placement occurred.

Additionally, the District may seek an order from a hearing officer for a change in placement of a student with a disability to an appropriate IAES for up to forty-five (45) school days if the District establishes, in accordance with law, that such student is substantially likely to injure himself/herself or others.

There are three (3) specific instances when a student with a disability may be placed in an IAES for up to forty-five (45) school days without regard to a manifestation determination:

- a) Where the student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of the District; or
- b) Where a student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or a school function under the jurisdiction of the District; or
- c) Where a student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the District. Serious bodily harm has been defined in law to refer to one of the following:
 1. Substantial risk of death;
 2. Extreme physical pain; or
 3. Protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

A school function shall mean a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

In all cases, the student placed in an IAES shall:

- a) Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress towards the goals set out in the student's IEP, and
- b) Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

The period of suspension or removal may not exceed the amount of time a non-disabled student would be suspended for the same behavior.

Suspension From BOCES

The BOCES Principal may suspend School District students from BOCES classes for a period not to exceed five (5) school days when student behavior warrants such action.

In-School Suspension

In-school suspension will be used as a lesser discipline to avoid an out-of-school suspension. The student shall be considered present for attendance purposes. The program is used to keep each student current with his/her class work while attempting to reinforce acceptable behavior, attitudes and personal interaction.

BOCES Activities

BOCES activities, such as field trips and other activities outside the building itself, are considered an extension of the school program. Therefore, an infraction handled at BOCES is to be considered as an act within the School District itself.

A student who is ineligible to attend a District school on a given day may also be ineligible to attend BOCES classes. The decision rests with the Superintendent or his/her designee.

Exhaustion of Administrative Remedies

If a parent/person in parental relation wishes to appeal the decision of the Building Principal and/or Superintendent to suspend a student from school, regardless of the length of the student's suspension, the parent/person in parental relation must appeal to the Board of Education prior to commencing an appeal to the Commissioner of Education.

Procedure after Suspension

When a student has been suspended and is of compulsory attendance age, immediate steps shall be taken to provide alternative instruction which is of an equivalent nature to that provided in the student's regularly scheduled classes.

When a student has been suspended, the suspension may be revoked by the Board of Education whenever it appears to be for the best interest of the school and the student to do so. The Board of Education may also condition a student's early return to school and suspension revocation on the student's voluntary participation in counseling or specialized classes, including anger management or dispute resolution, where applicable.

SUBJECT: USE OF VIDEOCAMERAS ON SCHOOL BUSES (#7341)

Subject to budgetary considerations, school buses will be equipped with videocamera capability in order to monitor student behavior, and vehicle safety concerns. Violations of the school code of conduct, as well as participation in any illegal activities, will be dealt with in accordance with applicable laws and school regulations. Videotapes may be used in disciplinary actions concerning passengers and drivers, as well as for routine bus driver/rider training activities.

All film used in relation to this policy shall be the sole property of the District, and the Superintendent or his/her designee shall be the custodian of such film. Requests for viewing a film by others than the District's administrators and/or Transportation Supervisor, must be made in writing to the Superintendent or his/her designee. If the request is granted, such viewing must occur in the presence of the District's designated custodian of the film. Under no circumstances will the District's film be duplicated and/or removed from District premises unless directed by the Superintendent and/or in accordance with court order and/or subpoena. FILMS WILL BE KEPT FOR A MINIMUM PERIOD OF TWO WEEKS BEFORE BEING DESTROYED OR RE-USED.

SUBJECT: CORPORAL PUNISHMENT (#7350)

Corporal punishment as a means of discipline shall not be used against a student by any teacher, administrator, officer, employee or agent of this School District.

However, if alternative procedures and methods which would not involve physical force do not work, then the use of reasonable physical force is not prohibited for the following reasons:

- a) Self-protection;
- b) Protection of others;
- c) Protection of property; or
- d) Restraining/removing a disruptive student [whose behavior is interfering with the orderly exercise and performance of school functions, if that student has refused to comply, and alternative procedures not involving the use of physical force cannot reasonably be used.]

Whenever a school employee uses physical force against a student, the school employee shall, within the same school day, make a report to the Superintendent describing in detail the circumstances and the nature of the action taken.

SUBJECT: WEAPONS IN SCHOOL (#7360)

No student shall have in his/her possession upon school premises any weapon, including any rifle, shotgun, pistol, revolver, other firearm, knives, dangerous chemicals, explosives, or any object which could be used as a weapon. A weapon is defined as any firearm, any explosive

device, or any other instrument capable of inflicting bodily harm. A firearm shall be defined as any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of such weapon, any firearm muffler or silencer.

After a hearing pursuant to Education Law Section 3214, the Board shall require the automatic expulsion for not less than one year of any student who has been determined to have brought a weapon to school. The Board shall authorize the Superintendent of Schools to modify this suspension, pursuant to his/her judgement, on a case-by-case basis. The Board shall provide the suspended student with appropriate alternate instruction during the period of his/her suspension.

**Weapon is further defined in the District Code of Conduct (6/21/01). "Weapon" means a firearm as defined in 18 USC 921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.*

Students With Disabilities

Pursuant to relevant case law, for students who are classified as disabled, a suspension for more than ten days constitutes a change in placement. If a student with a disability violates this policy by bringing a weapon to school, the Board shall adhere to the hearing requirements of the Education Law and, pursuant to the Commissioner's Regulations, refer the student back to the Committee on Special Education (CSE) for a change in placement.

SUBJECT: ACADEMIC SUPPORT (#7411)

The Board of Education recognizes its obligation to give highest priority to the academic success of the District's students. Since the academic and social needs of, and expectations for, students at each of the three major instructional levels (elementary, middle, and high school) differ significantly, it is acknowledged that each level must formulate, publish, and adhere to practices that foster a climate of academic success for students at that level.

To that end, the Superintendent of Schools is directed to develop and periodically review regulations at each instructional level providing developmentally appropriate standards of academic performance, as well as intervention strategies that support, promote, and demand academic preparedness and accountability for all students.

SUBJECT: FUND RAISING, ADVERTISING AND PROMOTION INVOLVING STUDENTS (#7430)

All fund raising, advertising and promotional activities involving students must have prior approval of the building principal [or Director].

Fund raising activities which require student solicitation are prohibited at the elementary level, and are to be limited to solicitation of the student's family and friends at the secondary level unless otherwise approved in advance by the Board of Education.

In all cases, students should be advised to take heed of signs in the community prohibiting solicitation in certain areas (i.e. adult community homes, nursing homes, senior citizen facilities, etc.).

SUBJECT: ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY (#7531)

It is the policy of the Malone Central School District that there be no discrimination against or in favor of any District student, employee or job applicant on the basis of sex, age, race, creed, color, national origin, religion or disability. In keeping with this policy, the District does not tolerate harassment by anyone in one of the aforementioned protected groups. All employees and students must avoid such harassment at work, and are responsible for assuring that the schools are free from such harassment and/or discrimination at all times. Any employee or student who feels he or she is a victim of any such act of discrimination or harassment may file a complaint under this policy with the Compliance Coordinator. **A finding that an employee or student has engaged in conduct constituting such harassment or discrimination may result in disciplinary action against such employee or student in the manner prescribed by law.**

Sexual Harassment Statement

The Malone Central School District sexual harassment policy prohibits employees,

students and other individuals from making unwelcome sexual advances, requests for sexual favors, threats and other verbal or physical conduct of a sexual nature to other employees or students when (1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or education, or (2) submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual, or (3) such has the purpose or effect of unreasonably interfering with an individual's work or school performance, or creating an intimidating, hostile, or offensive working or learning environment. Examples of conduct that may be interpreted as sexual harassment include, but are not limited to, lewd, or sexually suggestive comments; off-color language, jokes of a sexual nature,; sexual slurs and other verbal, graphic or physical conduct relating to an individual's sex; and the display of sexually-explicit pictures, greeting cards, articles, books, magazines, photographs, or cartoons.

Investigation Procedure

Complaints of prohibited harassment or any other types of discrimination on the basis of sex, age, race, creed, color, national origin, religion or disability, including alleged violations of Title IX of the Education Amendments of 1972, and of Section 504 of the Rehabilitation Act of 1973, or the regulations thereunder, will be promptly and thoroughly investigated.

Compliance Coordinator

Any employee or student who has a complaint of harassment or discrimination by anyone, including supervisors, co-workers, teachers, fellow students or visitors, should immediately bring the problem to the attention of the Compliance Coordinator, referred to in this policy as the "Coordinator." The District's Coordinator shall be the Assistant Superintendent.

Reprisals

No employee or student shall take any reprisals or retaliate against any complainant or other person because he/she has filed a complaint, opposed discriminator or harasser, or cooperated in any investigation hereunder.

SUBJECT: EVACUATION OF PHYSICALLY CHALLENGED STUDENTS FROM SCHOOL BUILDINGS (#8213)

It is the School District's responsibility to provide a plan for evacuation of those students who are so physically or mentally challenged that they might be in danger in times of emergency. Pupils who fall in this category include those who are wheelchair bound, the severely retarded, and others who might have temporary physical handicaps that seriously impede their movement.

The following steps will be taken in each of the buildings to assure the safety of these students:

- a) In buildings of one floor, staff members will be assigned to monitor the above named students in times of emergency.
- b) In multi-floor buildings, two staff members will be assigned whose specific responsibility will be to attend the incapacitated student. Those so assigned will receive instruction as to safe handling of the incapacitated pupil and will practice the procedure at least three times during the school year (in addition to all regularly scheduled fire drills).
- c) Building principals will establish the assignments, and ensure that training, practices, and other details are provided for the individuals who will take part in the evacuation plan.

SUBJECT: CLASSROOM DISCUSSION OF NEGOTIATIONS (#8331.1)

The policy regarding contract negotiations between the Malone Central School's Board of Education and the Malone Federation of Teachers shall be:

No teachers shall give their personal interpretations to the students.

SUBJECT: USE OF COPYRIGHTED MATERIALS (#8350)

All employees are prohibited from copying materials not specifically allowed by the copyright law, fair use guidelines, licenses or contractual agreements, or the permission of the copyright proprietor.

Any employee who willfully disregards the copyright policy shall be in violation of Federal Copyright Laws and District policy and shall assume all liability.

SUBJECT: INTERNET CONTROL FILTERING (#8361)

The Malone Central School District, in accordance with the provisions of the Children's Internet Protection Act, requires all District computers with Internet access that are used by elementary and secondary students to be equipped with filtering or blocking technology. Once this filtering/blocking technology is in place, newly acquired computers with Internet access used by elementary or secondary students must be linked to this technology within ten (10) days of installation.

No filtering technology can guarantee that students will be prevented from accessing inappropriate locations. Proper supervision will be provided to all students while accessing the Internet to further ensure appropriate usage. Under certain supervised circumstances, authorized

personnel may override the filtering/blocking technology for a limited, prescribed period of time to assist students with special projects or research. District guidelines will be developed to implement this component of the policy.

The Malone Central School District shall provide certification to document the installation of filtering/blocking technology for its computers with Internet access for students. This certification will fulfill the requirements under the Children's Internet Protection Act to ensure the continuation of federal Universal Service Discounts.

SUBJECT: FIELD TRIPS (#8460)

The Board of Education recognizes that field trips are an educationally sound and important ingredient in the instructional program of the schools.

For purposes of this policy, a field trip shall be defined as any journey by a group of students away from the school premises, under the supervision of a teacher, which is an integral part of an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom.

Field trips are a part of the curriculum of the schools and attendance on field trips is governed by the same rules as attendance at regular classroom activities. The School System shall obtain written permission for students going on school-sponsored field trips.

Field trip support shall be determined annually by the Board during its budget deliberations. Regardless of the fiscal support for field trips, the rules of the School District for approval and conduct of such trips shall apply. [All field trips must have the approval of the building administrator and/or the Superintendent.]

Travel Study Excursions

This type of student travel combines instruction with travel usually for an extended period of time. Preliminary requests and plans for such extended travel excursions will be reviewed by the building principal and he/she will submit them to the Superintendent who will recommend acceptable travel study programs to the Board of Education for action. All such travel study programs must be approved by the Board of Education.

The Board of Education will not assume responsibility for any field trip or travel study program which is not approved.

The Board of Education does not sanction or assume responsibility for activities of faculty and students during vacation periods for non-school sponsored educational tours.

PARENTAL PERMISSION FOR FIELD TRIP PARTICIPATION
(Elementary Schools)

TO: PARENTS DATE: _____

FROM: _____
(ORGANIZATION/CLASS) (PERSON(S) IN CHARGE)

We have planned a field trip to _____ to take place on the day(s)
of _____. The purpose of the trip is as follows _____

The students and chaperones will be traveling via _____ driven by
_____, leaving the school at approximately _____ AM/PM, and
returning to the school at _____ AM/PM. Students will return home via _____.

We anticipate involvement of _____ students in this activity and that the personal expense to each
students will be about \$ _____.

This information is being provided to make you aware of our plans and to seek your written permission for your son
or daughter to participate. Additional information is/is not attached to this form. If you desire more detail than has
been provided, please feel free to call us at the school. Your permission will be considered given by the return of
the completed lower portion of this sheet. The information supplied will also let us know how to reach you in case
of an emergency, change of plans, or significant delay in returning.



(PLEASE DETACH AND RETURN THIS PORTION TO THE PERSON IN CHARGE)

My son/daughter _____ has my permission to participate in the field trip
on _____. In the event that he/she needs immediate medical attention, I understand
that I will be contacted at this telephone number _____. If for some reason I am not
available, please call this number _____ and ask to speak with _____.

If it should happen that help cannot be found at either of the above numbers, then I am authorizing the chaperone in
charge to secure medical care until I can be reached. I further acknowledge that without this signed permission slip,
my son or daughter may not be allowed to participate.

Please check the box if your son/daughter has a health or medical concern or will require
medication.

Signature of Parent or Guardian

Date

PARENTAL PERMISSION FOR FIELD TRIP PARTICIPATION
(Secondary Schools)

TO: PARENTS DATE: _____

FROM: _____
(ORGANIZATION/CLASS) (PERSON(S) IN CHARGE)

We have planned a field trip to _____ to take place on the day(s) of _____. The purpose of the trip is as follows _____

The students and chaperones will be traveling via _____ driven by _____, leaving the school at approximately _____ AM/PM, and returning to the school at _____ AM/PM. Students will return home via _____.

We anticipate involvement of _____ students in this activity and that the personal expense to each student will be about \$ _____.

This information is being provided to make you aware of our plans and to seek your written permission for your son or daughter to participate. Additional information is/is not attached to this form. If you desire more detail than has been provided, please feel free to call us at the school. Your permission will be considered given by the return of the completed lower portion of this sheet. The information supplied will also let us know how to reach you in case of an emergency, change of plans, or significant delay in returning.



(PLEASE DETACH AND RETURN THIS PORTION TO THE PERSON IN CHARGE)

My son/daughter _____ has my permission to participate in the field trip on _____. In the event that he/she needs immediate medical attention, I understand that I will be contacted at this telephone number _____. If for some reason I am not available, please call this number _____ and ask to speak with _____.

If it should happen that help cannot be found at either of the above numbers, then I am authorizing the chaperone in charge to secure medical care until I can be reached. I further acknowledge that without this signed permission slip, my son or daughter may not be allowed to participate.

Please check the box if your son/daughter has a health or medical concern or will require medication.

Signature of Parent or Guardian

Date

Prior to the date of this field trip and as part of the permission to participate, each student is required to notify their teachers of his or her absence from class on the day(s) in question. This notification will be verified by the signature of each teacher whose class is affected by the field trip. Please return this form to the teacher in charge of the field trip.

<u>PERIOD</u>	<u>CLASS</u>	<u>TEACHER SIGNATURE/COMMENT</u>
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____

LIFE-SAFETY ITEMS

BUILDING-LEVEL SAFETY PLANS

Building-level safety plans are updated annually and are available for review in the main office of each of the District's buildings. Procedures are outlined to handle emergency situations. Please familiarize yourself with them.

FIRE DRILLS

The information that follows is taken from NYS Education Law, Section 807. The two paragraphs below are direct quotations from the Law, and are the two paragraphs pertinent to building-level operations.

It shall be the duty of the principal or other person in charge of every public or private school ... to instruct and train the pupils by means of drills, so that they may in a sudden emergency be able to leave the school building in the shortest possible time and without confusion or panic. Such drills or rapid dismissals shall be held at least twelve times in each school year, eight of which required drills shall be held between September first and December first of each year. At least one-third of all such required drills shall be through fire escapes on buildings where fire escapes are provided. In the course of at least one such drill, pupils shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period, provided however, that such additional instruction may be waived where a drill is held during the regular school lunch period. At least four additional drills shall be held in each school year during the hours after sunset and before sunrise in school buildings in which students are provided with sleeping accommodations. At least two additional drills shall be held during summer school in buildings where summer school is conducted, and one of such drills shall be held during the first week of summer school.

In the case of after-school programs, events or performances which are conducted within a school building and which include persons who do not regularly attend classes in such school building, the principal or other person in charge of the building shall require the teacher or other person in charge of such after-school program, event or performance to notify persons in attendance at the beginning of each such program, event or performance, of the procedures to be followed in the event of an emergency so that they may be able to leave the building in a timely, orderly manner.

Failure of a principal or other person in charge of a school to comply with these requirements is a misdemeanor.

STUDENT TOPICS

INSTRUCTIONAL SUPPORT TEAMS

If a pupil presents perplexing educational or social problems, it is appropriate to meet and review problems in evidence and plan a course of action. This is done through an instructional support team meeting. Attending the meeting will be the staff involved with the child. Frequently, a parent, a counselor, a school psychologist, community agency representatives, and the building administrator will also participate. All individuals will be asked for their input as to: the pupil's strengths and weaknesses, parent involvement, previous testing, community agency involvement, social capabilities, and interrelationships between other staff and other students. From this meeting will come a common understanding of the child and an agreed upon plan to help make him/her more successful. At the end of the meeting, a follow-up will be scheduled.

STUDENT REFERRALS

There are a number of school and community services available to pupils. Most necessitate completion of a form to initiate action as promptly as practicable. Referrals must come about as an outcome of child study meetings, as the district is required to document all pre-referral interventions tried. Referrals of any type must go through the building administrator for his/her signature. It is appropriate to consider the referral process for the following:

1. students who may need **special education services**

This process takes time as it involves a number of individuals doing a variety of tasks. After parent consent and involvement in the referral process, a thorough evaluation of the student will be completed. Meetings will be held with the parents, the teachers involved, and the Committee on Special Education to determine the special education services, if any, needed. Many state and federal regulations dictate procedures and due process rights afforded to students and parents. The end result may be an individualized education plan (IEP) that must be followed.

2. students in need of **Academic Intervention Services** (math, ELA - K-12), social studies, science - 4-12)

Students are referred for AIS when they are not meeting State Standards or are in danger of not meeting State Standards. The Malone Central School District AIS description contains the specific triggers for a review to consider AIS. AIS is automatically provided for students scoring below designated scores on State Assessments at grades 3 through 8 as well as Regents exams required for graduation. AIS may take the form of direct academic services, support services, or monitoring as appropriate.

3. elementary students in need of **counseling**

This form will generate contact between you and the elementary counselor. Through mutual discussion, a plan of action will be implemented.

4. students in need of **services from outside agencies**

Different community agencies have caseworkers assigned to our school buildings. Some eligibility requirements may exist that allow/prevent caseworker involvement. A referral

form acts as the catalyst that begins investigation as to eligibility. Representatives of North Star Mental Health, North Star Drug Abuse, Franklin County Department of Social Services are only some of the caseworkers who may help students and families in their home and school life.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Students identified as disabled sometimes manifest social and emotional problems as part of their disabling condition. Federal and state regulations prevent discipline for inappropriate behaviors caused by the disabling condition. It is important to know the particular disability and its effect on student behavior before determining a discipline action. This information is listed on the IEP and can be examined in the building principal's office. This law does not protect pupils from being disciplined but it does insist that inappropriate behaviors be treated in a different way. Generally, individuals identified as emotionally disturbed fall in this category. In those cases, a specific behavioral management component is planned and implemented by counselors and special education staff.

EXEMPLARY ATTENDANCE

In keeping with the District's desire to encourage responsible actions, students will receive recognition for Exemplary Attendance when their annual attendance record reflects:

- no more than three (3) days excused absence;
- attendance** on all remaining instructional days for a minimum of 3 1/2 hours, with a legal excuse provided for any portion of the day missed; and
- no unexcused absences for any portion of an instructional day.

Excused and unexcused absences are defined in the District's Comprehensive Student Attendance Policy #7110.

**Any days of excused absence for educational purposes are counted as days of attendance.

CODE OF CONDUCT SUMMARY

On June 8, 2004 the Malone Central School Board of Education adopted a Code of Conduct in accordance with recent legislation enacted in New York State. All school districts are required to provide a summary to parents. This is a summary of the contents of Malone Central School District's Code of Conduct. The full text is available by contacting the district Compliance Officer, Donna Bushey, at 483-7800.

I. Introduction

The Board of Education ("Board") is committed to providing a safe and orderly school environment where students may receive, and district personnel may deliver, quality educational

services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the Board adopts this code of conduct (“code”).

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

II. Definitions

The following terms are defined in this section: Disruptive Student, School Property, School Function, Violent Student, and Weapons.

III. Student Rights and Responsibilities

This section lists 11 student rights and 15 student responsibilities designed to promote a safe, healthy, orderly and civil school environment.

IV. Essential Partners

This section outlines roles in supporting the Code of Conduct. The essential partners are Parents, Teachers, Guidance Counselors, Related Service Providers, Support Staff, Principals/Assistant Principals/Directors, Superintendent/Assistant Superintendent, and the Board of Education.

V. Student Dress Code

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

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see through garments are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of hats in the classroom except for a medical or religious purpose.
6. 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.
7. Nor promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

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

VI. Prohibited Student Conduct

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

- A. Engage in conduct that is disorderly.
- B. Engage in conduct that is insubordinate.
- C. Engage in conduct that is disruptive.
- D. Engage in conduct that is violent.
- E. Engage in any conduct that endangers the safety, morals, health or welfare of others.
- F. Engage in misconduct while on a school bus.
- G. Engage in any form of academic misconduct.

VII. Reporting Violations

This section outlines the responsibilities of students to report violations of the Code of Conduct to school personnel. It also outlines situations in which school personnel must notify parents and/or law enforcement officials.

VIII. Discipline Penalties

This section defines the range of disciplinary penalties that can be imposed and the school personnel authorized to impose them. A new area is the “Teacher disciplinary removal of disruptive students”. The following is the full text of this sub section.

A student’s behavior can affect a teacher’s ability to teach and can make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student’s behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term “time out” in an elementary classroom or in an administrator’s office; (2) sending a student into the hallway briefly; (3) sending a student to the principal’s office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for one to four days at the secondary level and elementary specials depending on the severity of the situation. The removal from class applies to the class of the removing teacher only. At the elementary level the length of removal from the student's main classroom will be at the discretion of the teacher and principal.

A traditional removal to the office may be used for the duration of the period (middle school/high school). The explanation and rebuttal can take place after class in the office.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must immediately contact the office to notify administration that the student has been removed or to seek help if a student refuses to leave using the emergency response code. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events with 24-hours.

The teacher must complete a district-established disciplinary removal form and meet with the principal or his or her designee as soon as possible, but not later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Within 24-hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the principal or the principal's designee

must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including the district's code of conduct.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

The principal must keep a log of all removals of students from class. The log may be in the form of individual student discipline records.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

IX. Alternative Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide appropriate alternative means of instruction for the student.

X. Discipline of Students with Disabilities

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

consistent with the procedural safeguards required by applicable laws and regulations.

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

XI. Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if that student has refused to refrain from further disruptive acts.

The district will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

XII. Student Searches and Interrogations

This section identifies the protocol for searches and interrogations. It is important to note that students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

XIII. Visitors to the Schools

This section outlines the rules for visitors to the schools. Generally speaking, visitors will be required to enter through the designated single point of entry and sign in.

XIV. Public Conduct on School Property

This section outlines the expectations for public conduct on school property. It spells out specifically prohibited conduct, penalties, and enforcement.

XV. Dissemination and Review

A. Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this code of conduct by:

1. *Providing copies of a summary of the code to all students at a general assembly held at the beginning of each school year.
2. Making copies of the code available to all parents at the beginning of the school year.
3. Mailing a summary of the code of conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current code of conduct when they are first hired.
6. Making copies of the code available for review by students, parents and other community members.

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. The superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students. The Board of Education will review this code of conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently.

The Board may appoint an advisory committee to assist in reviewing the code and the district's response to code of conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Before adopting any revisions to the code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The code of conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

*An age appropriate version of the summary will be used at the elementary schools with students. Elementary school students may receive the information in the classroom rather than in a general assembly.

PERSONNEL TOPICS

PROCEDURES FOR CHANGES IN PERSONAL STATUS

All personnel must notify the Business Office in writing as soon as any changes in personal status occur, (i.e. marital status, address, telephone number, withholding tax information, etc.)

Personnel Change Forms are available in the main office of each building. Changes in personal status occurring during the summer months should be submitted to the Business Office prior to August 15th, when practical, to ensure proper accounting for payroll.

The following refers specifically to changes affecting your Health Insurance:

1. When you and/or your spouse become 65.
2. Death of a spouse.
3. Change of address, including forwarding address after no longer employed by the school.
4. Change of name due to marriage, birth, etc. - and add dependent(s) when necessary.
5. Delete dependent(s) when married, when student graduates from college, when dependent becomes age nineteen (19) and is not attending college.

PROCEDURES FOR REVIEWING PERSONNEL FOLDERS

1. Twenty-four hour notice must be given to the superintendent's office of your intent to review your personnel folder.
2. The folder can be reviewed at any time during business hours.
3. Folders will be reviewed in the office of the secretary to the superintendent.
4. Requests for copies of materials will be made to the secretary to the superintendent.

A personnel folder for each District employee is kept on file in the Superintendent's Office. This file is the property of the Malone Central School District and is the official file for appropriate documentation related to his or her employment. All items for inclusion in an employee's personnel folder must be approved by the Superintendent of Schools.

REQUIREMENTS FOR CERTIFICATION

When an individual has completed all requirements for Permanent/Professional Certification, the following procedure must be followed.

1. Official transcripts of course work meeting the certification requirements should be sent to the Superintendent of Schools.
2. Contact the Superintendent's Office for instructions on the certification application process using the TEACH system.
3. All materials will be forwarded to the NYS Certification Department in Albany through the office of the Franklin-Essex-Hamilton BOCES Certification Specialist.
4. When certificate is received, it should be taken to the Superintendent's Office where copies will be made for the teacher's personnel file.

TEACHING CERTIFICATE

Upon receipt of certification or license documents, the original document should be brought to the Superintendent's Office. A copy will be made for the personnel file. Proof of certification must be on file in the District Office.

MALONE CENTRAL SCHOOL DISTRICT

SUBJECT COORDINATOR

Subject Coordinators (30) will coordinate the development and implementation of curriculum by subject areas as suggested by local and State standards, assessments, and syllabi. The PK-12, 6-12, 6-8 and 9-12 Subject Coordinators will also be instrumental in development of the annual District budget. These coordinators will be appointed in the grade-level and subject areas of:

1. PK-12: Art, Guidance, Health, Library, Music, Health Services, Instructional Technology, Occupational Therapy, Physical Therapy and Speech Therapy
2. 6-12: Business, Family and Consumer Sciences, and Technology
3. 6-8: Language Arts, Languages other than English, Mathematics, Science, Social Studies, Special Education
4. 9-12: Language Arts, Languages other than English, Mathematics, Science, Social Studies, Special Education
5. PK-5: Language Arts, Mathematics, Science, Social Studies, Special Education

PK-12, 6-12, 6-8 and 9-12 Subject Coordinators will initiate meetings as needed with the teachers of their respective subjects and they will participate in meetings with the Assistant Superintendent, if PK-12, or with the secondary administrators, if 6-12.

PK-5 Subject Coordinators will initiate meetings as needed with the PK-5 grade-level coordinators, and they will participate in meetings with the elementary administrators. They also meet, as necessary, with their 6-8, 9-12, 6-12 or PK-12 counterparts.

Physical Education coordination will occur through the Director of Physical Education and Athletics, who will participate with other PK-12 Subject Coordinators.

Special Education, Remediation and Related Services will be coordinated through the Director of Pupil Personnel Services who will also participate with other PK-12 Subject Coordinators.

Computer instruction will be coordinated by the Instructional Technology Coordinator, who will participate as a PK-12 Subject Coordinator and as an ad hoc member of all curriculum committees as needed. The Instructional Technology Coordinator will work 10 additional days beyond the normal contract year, exclusive of Extended Work Year.

Responsibilities

1. Teach assigned classes;
2. Initiate and conduct meetings of the teachers within their respective disciplines;
3. Attend meetings with the Assistant Superintendent, the Director of Pupil Personnel Services, and principals;
4. Promote instructional technology applications within respective disciplines;
5. Promote intra-departmental visitations and/or peer coaching;
6. Participate in curriculum writing;
7. Participate in the selection of instructional materials, and equipment;

8. Facilitate the development of annual departmental goals;
9. Prepare an end-of-the-year report to the Board of Education summarizing departmental activities, accomplishments, progress toward annual goals, and recommendations for raising standards;
10. Act as district liaison with the State Education Department in matters specific to their disciplines;
11. Promote the respective subject to students in a variety of ways, including participation in student/parent orientation programs at the middle and high school levels;
12. Order and/or disseminate instructional and assessment materials for the discipline;
13. Complete reports and surveys relevant to the discipline;
14. Advocate for the respective subject with colleagues and supervisors;
15. Assist department members involved in portfolio or performance based assessments; and
16. Other related duties as assigned by the Assistant Superintendent or other administrator.

Qualifications

1. Certification, a current assignment, and preferably tenure, in the subject coordinated;
2. Must have demonstrated a high level of service to the district within the area of certification;
3. Commitment to the district's shareholders' beliefs about education and the learning process as adopted and printed in the shared decision making plan;
4. Commitment to high standards and expectations for instructors and students;
5. Good organizational skills with attention to details;
6. Strong communication, facilitation, and consensus building skills; and
7. An understanding of the NYS Standards, Assessments and core curriculum for his/her discipline.

Approved: December 10, 1996
Revised: August 25, 2000
Revised: July 31, 2006
Revised: August 19, 2010

MALONE CENTRAL SCHOOL DISTRICT

GRADE-LEVEL COORDINATOR

Grade-Level Coordinators (8) will coordinate grade-level activities (e.g., field trips, speakers, grade reporting, assessments, etc.) and budgets – including requisitions and inventory. They will meet with the PK-5 Subject Coordinators and as needed with their respective grade-level teachers. Grade-level coordinators will meet, at least quarterly, with the elementary administrators to review activities and discuss issues relevant to their responsibilities.

Responsibilities

1. Teach assigned classes;
2. Schedule and conduct meetings with grade-level colleagues, compiling minutes of those meetings and forwarding a copy to each elementary principal;
3. Meet at least quarterly with elementary administrators;
4. Meet as needed with the Assistant Superintendent and/or Business Administrator;
5. Promote the integration of instructional technology;
6. Participate in developing and monitoring elementary action plans for improving results;
7. Present grade-level concerns, including staff and curriculum development needs, to the principals and the Assistant Superintendent;
8. Review State, regional and other standardized assessment results for presentation to, and discussion with, colleagues and principals;
9. Collect, review, and facilitate grade-level discussions of budgets and requisitions for textbooks, supplies, equipment, field trips, and conferences – all in the interest of promoting consistency of programs, economic efficiency, and equity; and
10. Other related duties as assigned by the Assistant Superintendent, principals or other administrator.

Qualifications

1. Elementary Certification, and preferably tenure, as well as a current classroom teaching assignment;
2. A demonstrated high level of service to the district within the area of certification;
3. A commitment to high standards and expectations;
4. A commitment to the district's shareholders' beliefs about education and the learning process as adopted and printed in the shared decision making plan;
5. A demonstrated interest in staff and curriculum development;
6. Good organizational skills with attention to details;
7. Strong communication, facilitation, and consensus building skills; and
8. Awareness of educational, social, and developmental needs of elementary students.

Approved: December 10, 1996
Revised: July 31, 2006

STAFF DEVELOPMENT

TEACHER CONFERENCES

Any teacher who would like to attend a conference which relates to the education of children and specifically to his/her area of teaching, must submit a Conference Request Form to the Building Principal. A form may be obtained from the Main Office in each building. In addition, an electronic Conference Request Form must be submitted online using My Learning Plan. This request should be submitted ten (10) days prior to the conference date and should include all estimated expenses. Not every teacher may attend a conference every year. The administration will try to see that conferences which are of value to the total program are approved, on as fair and equitable a basis as possible, within budgetary limits.

Teachers who attend a conference may be asked to share ideas and information with other department members or the entire building staff.

An Expense Voucher (backside of pink copy), for purpose of reimbursement, should be completed and forwarded to the Business Office. All expenses must be documented with proper receipts.

A purchase order may be used for payment of anticipated expenses itemized on a Conference Request Form. A District purchase order will be processed only if a requisition is submitted for approval in conjunction with the conference request.

If there are no reimbursable expenses associated with the conference, teachers need only submit a request on My Learning Plan.

CREDIT FOR ADDITIONAL HOURS AND COURSES

Transcripts to verify coursework taken, from an accredited institution of higher education, should be forwarded to the Superintendent's Office as soon as possible. An unofficial record will be accepted temporarily, until transcripts can be obtained.

If you wish to be considered for additional steps on the pay schedule, your verification and information must be received in the Superintendent's Office.

IN-SERVICE EDUCATION

In-service education programs will be assigned course credit determined by length of time and task load of the specific program. One inservice credit hour will be granted for every fifteen (15) hours of inservice education completed. In-service credit may be presented for salary increases.

Stipended in-service education programs will not be assigned course credits; thereby, they will not be considered for movement on the salary schedule. No credit will be approved or awarded for inservice that occurs during a scheduled work day. Teachers requesting in-service credit consideration should submit a request for prior approval on **My Learning Plan**. Following completion of any approved in-service course, proper documentation should be documented on My Learning Plan. Teachers must then provide the Superintendent's Office with a certificate of completion for proper posting.

EXTENDED WORK YEAR

As per Article XIV - Extended Work Year of the teacher's contract, on a voluntary basis, any member of the staff may work over the summer months, on an approved project, and be compensated at the rate of \$250/day. The length of the day will be equivalent to a school day during the traditional school year, six and one-half hours, exclusive of lunch, beginning no earlier than 7:00 a.m. and finishing no later than 4:00 p.m. A teacher may elect to work up to two (2) days during the months of July and August. The district, at its sole discretion, may invite individuals to work additional days to a maximum of five (5). These days must be selected from a list posted with the annual school calendar. An administrator will be available for consultation on the indicated days.

Although all staff members interested in working under this program must submit a letter of intent on the approved form (as attached) including a description of how they will use these days to the building principal by March 15th, it is imperative that staff commence the thought process for an extended work year project upon return to school in September. The staff members will receive approval or suggestions for altering their proposal to make one that is acceptable by May 1.

Logs of the time worked and of the work done will be kept by each teacher. These logs will be submitted to the individual principals by the first week in September and kept on file in each building. A copy of these logs will be forwarded to the M.F.T. President. Staff will be paid for this work by November 1.

A teacher may use, as part of this work, Educational Conference(s) or workshops. Attendance at conferences or workshops must be requested through the building principal by March 15th. Attendance at conferences or workshops may not be approved unless the conference is to provide the impetus for the development of new curriculum and/or support an educational program initiated by an administrator. Staff members electing this option will bear all expenses for participation and attendance at the approved conference/workshop including the local BOCES conference/workshop. Staff members must submit a conference request form to attend the approved conference/workshop, and, should indicate on the form that it is part of an extended work year project. Education Law prohibits BOCES from billing individuals for workshops. The District will be billed for staff participation and the District will deduct the cost of the workshop program from the extended work year pay of staff members. Proof of attendance at an approved conference/workshop will be filed with a claim sheet to the building principal by the end of the first week in September. The District will then pay the staff member for the work days rendered by November 1.

Attendance at summer conferences/workshops beyond an extended work year project may be approved at the discretion of administration.

The following people are available as resources in order to facilitate the development of Extended Work Year Projects: District-level administrators, building principals, directors, subject-level coordinators, grade-level coordinators, and your fellow teachers. Further, documents on Learning Standards, Core Curriculum and state assessments are good resources to

rely on while planning your extended work year project.

Projects should focus on integrating and/or implementing one or more of the following:

- (1) New York State Learning Standards and Performance Indicators
- (2) New York State Core Curriculum
- (3) New York State Revised Assessment System
- (4) Development of parallel local assessment systems to support NYS Learning Standards
- (5) Other areas as outlined in the annual EWY letter mailed to staff in December

Exceptions to curriculum related extended work year projects would be in the following areas: counselors, nurses, librarians, and school psychologists.

Projects will not be designed to specifically write, modify, or adapt daily lesson plans.

Finally, summer projects initiated and approved by administration outside of the concept of the extended work year projects, must be requisitioned for through the budget process for consideration to occur. Naturally, the availability of money and the value of the non-extended work year project to the District will determine if such projects will be part of the budget. Payment of these projects will be at a stipend rate if approved through the budget process.

TEACHER EXPECTATIONS

TEACHER EVALUATION

Non-Tenure Teachers:

1. Each non-tenure teacher shall be observed a minimum of three (3) times; two of which will take place during the first semester of each year. The purpose of each observation is to evaluate the individual teacher and to identify problems that need to be corrected.
2. Non-tenure teachers, at the end of each school year, shall meet with the principals of their respective schools to evaluate the year's work. A teacher's strengths and weaknesses shall be discussed at the meeting.
3. The teacher shall be informed of the purposes of these observations and the procedure to be employed by the observer.

Non-Tenure and Tenure Teachers:

1. Annual written evaluations and/or recommendations for improving instruction shall be on file and available to the teacher.
2. All monitoring or observation of the work performance of a teacher shall be conducted openly with full knowledge of the teacher. The majority of teacher observations shall be scheduled; however, impromptu visits may take place at the administrator's discretion.
3. Observations shall be made by the Superintendent, Assistant Superintendent, Director of Pupil Personnel Services, Principal, Assistant Principal, and Director of Physical Education and Athletics.
4. Within ten (10) working days of the observation, the observer shall meet with the teacher to discuss the observation. The observer shall submit a written evaluation of the observation to the teacher and to the principal. The principal will then forward the observation to the Office of the Superintendent to be kept on file. The teacher shall have the right to rebut in writing this evaluation which will become part of the record.
5. Teachers will be given a written copy of the supervisory reports of visits.

ANNUAL PERFORMANCE REVIEW

The Annual Performance Review works best when it is a cooperative and reflective process. The result of the APR process is a clear understanding of what is expected between the teacher and his/her supervisor(s). The review process is designed to improve instruction and the overall effectiveness of the teaching staff. The Performance Review provides an opportunity to identify strengths and promote improvement in areas where needed. It encourages communication, assists professional performance, and fosters professional growth.

The Performance Review includes:

- A. At least one classroom visitation for each tenured staff member per year.
- B. At least two classroom visitations in the first semester and one in the second semester for each non-tenured staff member during each of his/her probationary years.
- C. An on-going assessment of the various activities that make up the teaching day and year.

Clarification of Terms:

Visitation -- All visitations will be at least 30 minutes in length. Visitations will include scheduled and impromptu visitation.

Impromptu visitation -- An unscheduled observation of at least 30 minutes in length. Prior to arrival the observer may access lesson plans on file. Upon arrival, the observer will ask what activities are scheduled for the next period of time and determine whether it is advisable to stay or to return on another occasion.

Scheduled classroom visitation will follow a format of (1) completion of the statement of lesson objectives prior to the actual visitation (except when the visitation is impromptu), (2) narrative information for the remaining parts filled in by the supervisor, and (3) a post observation conference that will review the previous information and also complete the last two sections of the Visitation Form. The Visitation Form will be completed and signed within five working days.

The Annual Performance Review will be completed by the supervisor before the end of each school year. It will be completed for all professional staff members and may conclude with a joint conference of the administrator and educator to review the document if requested by either party. Both parties will also be given the opportunity to comment and sign the review.

MALONE CENTRAL SCHOOL DISTRICT

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

Attached, please find specific instruments for the Annual Performance Review (APR) of instructional staff. The specific instruments are designed for teachers, school psychologists, school nurses, library media specialists, instructional technology coordinator, and school counselors. Use of this instrument will commence in the 2001-2002 school year.

The Annual Performance Review is completed by the administrator(s) at the building or program level. Input is sought from the staff member using the "Supplement to the APR Document" which becomes part of the APR and the Personal Reflection sheet which is optional and does not become part of the APR.

The Superintendent of Schools is evaluated by the Board of Education each spring. The manner of evaluation is collaboratively developed by the Board of Education and Superintendent. The Board of Education utilizes the agreed upon form and meets with the Superintendent to complete the evaluation.

The Malone Central School District allows administrative staff to participate in training regarding effective instructional supervision and evaluation. Working collaboratively with the Franklin-Essex-Hamilton BOCES, professional development opportunities for this purpose are provided. The administrative team participates annually in the Administrative Leadership Conference (BOCES sponsored).

ANNUAL PERFORMANCE REVIEW RUBRIC

UNSATISFACTORY – Performance does not meet the minimum expectations of the district. Individuals receiving this rating in a category can expect that the situation has been raised by the administrator during the year. An improvement plan will be developed collaboratively by the teacher and the administrator.

SATISFACTORY – Performance meets the minimum expectations of the district. The individual receiving such a rating can expect a discussion with the administrator regarding strategies to upgrade performance in this area as part of a continuous improvement process.

GOOD – Performance exceeds the minimum expectations of the district. The individual receiving such a rating is viewed as consistently demonstrating quality performance in this area.

EXCELLENT – Performance is of the highest caliber. The individual receiving such a rating is viewed as having exceptional skills in this area. The individual may be encouraged to share strategies with other staff members.

**MALONE CENTRAL SCHOOL DISTRICT
MALONE, NEW YORK**

MISSION STATEMENT

The MISSION of the Malone Central School District is to produce a healthy, responsible, productive, citizen who values learning and is capable of contributing to a global community. We will accomplish this by providing an effective, innovative, dedicated, motivating staff using developmentally appropriate, relevant curriculum in an exciting, interactive environment conducive to learning by students prepared to learn.

ANNUAL PERFORMANCE REVIEW - Teacher	
Name _____	School Year _____
Position _____	Building _____

PURPOSE: NYS Education Commissioner's regulation, Part 100.2 (o), requires the district to "ensure that the performance of all professional personnel...will be reviewed annually." This form is provided in keeping with that requirement. The form actually consists of two parts, one part being the Supplement, which is completed by the teacher prior to the review conference, and the second part being the following pages, which are completed by the teacher's administratively certified supervisor(s). When completed, these forms, along with any other evaluation documents prepared by the administration during the preceding year, constitute the annual performance review. Such review is summative in nature, providing an evaluation of several aspects of teacher's professional performance, highlighting particular strengths and weaknesses and providing suggestions for improving the weaker characteristics.

INSTRUCTIONS: The following pages list several characteristics of the teacher's professional performance, each followed by four possible levels of performance. When a particular characteristic does not apply, the administrator will write "N/A" (for "Not Applicable"). The comment section following each major category is used by the administrator to give praise and/or suggestions for improvement. If a specific improvement plan is to be developed for strengthening a particular area, then the Improvement Plan form will specify the areas needing improvement and subsequent annual performance review(s) will reflect the teacher's progress in that area. This plan is to be developed collaboratively by the administrator and staff member for areas marked unsatisfactory.

05/09/01
Board Approved 12/11/01

PERSONAL CHARACTERISTICS

	Unsatisfactory	Satisfactory	Good	Excellent
PROFESSIONAL DEVELOPMENT	_____	_____	_____	_____
TACT	_____	_____	_____	_____
JUDGMENT	_____	_____	_____	_____
ATTITUDE	_____	_____	_____	_____
FLEXIBILITY/ADAPTABILITY	_____	_____	_____	_____
DEPENDABILITY/RESPONSIBILITY	_____	_____	_____	_____
PERSONAL PRESENTATION	_____	_____	_____	_____
COMMUNICATION SKILLS	_____	_____	_____	_____
REFLECTIVE SKILLS	_____	_____	_____	_____

Comments:

TEACHER EFFECTIVENESS

	Unsatisfactory	Satisfactory	Good	Excellent
USE OF DEVELOPMENTALLY APPROPRIATE PRACTICES	_____	_____	_____	_____
PREPARATION	_____	_____	_____	_____
USE OF INSTRUCTIONAL TIME/TASK ORIENTATION	_____	_____	_____	_____
UTILIZATION OF MATERIALS-VARIETY/APPROPRIATENESS	_____	_____	_____	_____
ADHERENCE TO CURRICULUM	_____	_____	_____	_____
METHODOLOGY	_____	_____	_____	_____
CREATIVITY	_____	_____	_____	_____
ORGANIZATION/RECORD KEEPING/PLANNING	_____	_____	_____	_____
ASSESSMENT STRATEGIES	_____	_____	_____	_____
SUBJECT MATTER KNOWLEDGE	_____	_____	_____	_____

Comments:

TEACHER - STUDENT RELATIONS

	Unsatisfactory	Satisfactory	Good	Excellent
STUDENT MANAGEMENT	_____	_____	_____	_____
CLASSROOM ATMOSPHERE	_____	_____	_____	_____
CLASSROOM DISCIPLINE	_____	_____	_____	_____
STUDENT MOTIVATION TECHNIQUES	_____	_____	_____	_____

Comments:

ADMINISTRATIVE, PEER, & COMMUNITY RELATIONS

	Unsatisfactory	Satisfactory	Good	Excellent
ATTITUDE TOWARD SUPERVISION	_____	_____	_____	_____
PEER RELATIONS	_____	_____	_____	_____
COMMUNITY/PARENT RELATIONS	_____	_____	_____	_____
PARTICIPATION IN BUILDING/DISTRICT ACTIVITIES	_____	_____	_____	_____

Comments:

TEACHER COMMENTS (Use back of this sheet if necessary):

ADMINISTRATOR'S SIGNATURE

DATE

See Improvement Plan
(Check only if included insert)

ADMINISTRATOR'S SIGNATURE

DATE

TEACHER'S SIGNATURE

DATE

MALONE CENTRAL SCHOOL DISTRICT

Personal Reflection Sheet

(Optional: This page will not be included in the APR)

School Year: _____

Name: _____

Provide any reflections from this year that you would like to share and discuss as part of our meeting.

MALONE CENTRAL SCHOOL DISTRICT

Teacher Improvement Plan

(This plan was developed collaboratively by the administrator and staff member)

Areas for Improvement

Actions to be taken by teacher

Support provided by the District

Administrator's Signature

Date

Teacher's Signature

Date

INDIVIDUALIZED EDUCATION PLANS

Regulations require that every teacher who is responsible for the implementation of a student's individualized education program (IEP) be provided a paper or electronic copy of the student's IEP prior to the implementation of the program. The IEP must remain confidential, be kept in a locked file (paper copy) and not be redisclosed to others.

The law also requires that the special education teacher or related service provider inform the regular education teacher of his or her responsibility to implement the recommendations on a student's IEP prior to the implementation of the IEP.

In addition, paraprofessionals responsible for assisting in the implementation of a student's IEP have the opportunity to review a copy of the IEP, and have ongoing access to a copy of the IEP. The teacher under whose direction the paraprofessional works, will provide the access to the IEP.

The regulations became Amendments to Part 200 of the Regulations of the Commissioner of Education, relating to the Education of Students with Disabilities as of April 17, 2003.

APPROPRIATE DRESS

We expect students to meet proper standards of dress that do not have the potential of interfering with our educational program. It seems only correct that we apply the same level of expectations to our staff. On occasion, buildings may hold particular dress theme days such as "green and white day" or "spirit day." These help generate a community feeling and also make for good relations between staff and students. Otherwise staff are expected to dress in a professional manner.

EVOLUTION OF A DISTRICT PURCHASE

- 1) Requisition is created by individual.
- 2) Requisition is reviewed and approved or rejected by Subject Coordinator (when appropriate).
- 3) Requisition is reviewed and approved or rejected by building principal (after review of budget control and coding of requisition). Directions for fund transfer given also if necessary.
- 4) Requisition is reviewed by Business Administrator and processed, if funds are available, per the Board of Education Procurement Policy.
- 5) Purchase order is issued, funds are immediately encumbered on budget control, and copies are sent to vendor and originator.
- 6) Upon receipt of goods, and any change in status of the order, the originator corresponds

with Accounts Payable (Pat Covey) via copy of pink form or, when the entire purchase order is complete, the original pink form.

- 7) Budget control is updated by payment being processed for the materials and the outstanding encumbrance being closed out.

MEDIA RELEASES

Our district encourages the use of media to inform the community of educational happenings. This is especially worthwhile when it highlights the accomplishments of students. To insure good coverage, plans for pictures, newspaper releases, etc. must be conveyed to the building principal. Before being sent to the news media, all releases will be sent to the central office for review the day prior to dissemination. No significant delay should occur because of this as usually media releases are sent out the same day received. If more information is needed, please contact the Assistant Superintendent.

PREPARATION TIME

All teaching staff members are provided with preparation time within their daily and/or weekly assignments. That time is available for lesson planning, preparation of instructional materials, evaluating student work, providing student assistance, and other work related activities, as well as for attention to personal comfort needs at the assigned work site. Due to the possible need for emergency student supervision, or for the building administrator to contact the teacher during a preparation period, such time is to be viewed as "on duty" time. Therefore, teachers should not plan to use preparation time to attend to personal business that will take them away from the work site without special permission from the building administrator or, in his/her absence, notification to the building secretary.

EXTENDED SICK LEAVE

When an employee uses five or more consecutive days of sick leave, he/she is expected to obtain a statement from his/her physician indicating the reason for his/her extended absence and an anticipated date he/she will return to work. Additional documentation may be requested as determined by the nature of an employee's health as related to their extended absence. A separate note is required from the physician stating that the employee is able to return to work. This physician's statement should be sent to the Office of the Superintendent prior to, or on the day of, his/her return to work.