



**2022-2023
FALCONER
MIDDLE/HIGH
SCHOOL**

STUDENT/PARENT
HANDBOOK

TABLE OF CONTENTS

Page	Topic
2	District Contact Information, Falconer Board of Education
3	Visitors to Schools,
4	Use of Facilities, Parental Involvement, Interscholastic Athletics
5	Concerns/Complaints, Public Conduct on School Property
6	Time Schedule, Messages/Deliveries,
7	Busing, Athletics/Extra-Curricular Activities,
8	Lunch Program, Comprehensive Student Attendance Policy
14	Homework Policy
15	Grading
16	Extra-Curricular Academic Eligibility Procedure
17	Parent Conferences, Promotion/Retention, Co-Curricular Activities, Honor Society
18	Student Dances
19	Electronic Devices (Cell Phones)
20	Dress Code for Gym Clothes, Purses & Book Bags, Bicycles,
21	Lockers, Student Automobile Use,
22	Student Health Services, Accident Insurance,
23	Working Papers, Fines and Charges, Student Records
24	Emergency Closings, Withdrawal/Transfer from School,
25	District Code of Conduct
28	District Code of Conduct: Student Rights and Responsibilities
31	District Code of Conduct: Dress Code
32	District Code of Conduct: Prohibited Student Conduct
38	District Code of Conduct: Disciplinary Penalties, Procedure and Referrals
49	Student Use of Computerized Information Resources
51	The Children’s Internet Protection Act: Internet Content Filtering/Safety Policy
54	Pesticide Application

The contents of this publication are intended to familiarize you and your children with aspects of our school program. We hope that you find it useful and informative. Please note, due to COVID-19, policies and procedures are subject to change in order to maintain the safety of students, staff, & community. If you have suggestions for further revision or any questions, please feel free to contact us at 716-665-6624 or via email.

DISTRICT CONTACT INFORMATION

Middle-Senior High School	716-665-6624
Bus Garage	716-665-5290
Fax	716-665-9265

PERSONNEL:

Superintendent of Schools	Mr. Stephen Penhollow-Press 4
High School Principal	Mr. Jeffrey Jordan-Press 3
Middle School Principal	Mr. Terry English-Press 3
Dir. of Instruction and Staff Development	Mrs. Judith Roach-Press 8
District Data Coordinator	Mrs. Judith Roach-Press 8
District STEAM Coordinator	Ms. Mary Plumb-Press 8 then 8
Director of Special Education	Mrs. Julie Widen-Press 6 then 3
District Dignity Act Coordinator	Mr. Terry English-Press 3
MS/HS Dignity Act Coordinator	Mr. Jeffrey Jordan-Press 3
10-12 A-J Counselor	Mrs. Tara Warren-Press 2
10-12 K-Z Counselor	Mrs. Casey Barber-Press 2
8-9 Counselor	Miss Mackenzie Wright-Press 2
6-7 Counselor	Mrs. Krista Odell-Press 2
Business Manager	Mrs. Sara Kennison-Press 5
Director of Facilities	Mr. David Micek-Press 7
Transportation Supervisor	Mr. Scott Peterson-Press 8
Athletics	David Nelson-Press 8
Attendance	Nurse's Office-Press 1
Cafeteria Meal Information	Mary Lynch-Press 8
Courses/Curricular	Guidance Office-Press 2
Early Dismissal	High School Office-Press 3
Health Concerns	Roxanne Brazie,Nurse's Office-Press 1
Lockers	High School Office-Press 3
Lost and Found	High School Office-Press 3
Messages for a Teacher (Directory found on School webpage)	Press #
Psychologist	Ashly Warner-Press 6
Tardy to School	Nurse's Office-Press 1
Transcripts	Guidance Office-Press 2
Transfer/Withdrawal	Guidance Office-Press 2
Transportation/Bus Schedule	Scott Peterson-Press 8
Use of Building	High School Office-Press 3
Working Papers	High School Office-Press 3

FALCONER BOARD OF EDUCATION

The Falconer Central School Board of Education consists of seven members, each elected by the qualified voters of the Falconer Central School District,

for five-year terms, and serving without pay. The Board meets on the first and third Tuesday of each month at 6:30 p.m.

Members: Tracy Schrader, President; Tom Frederes, Vice-President; Robert Carpenter; Marcella Centi; Krissta Swanson; Ro Woodard. Parents and community members are encouraged to attend meetings of the Board of Education. The Board establishes its meeting dates on a regular basis. Special circumstances may result in the change of meeting dates, time, or location, and are publicized on the school district website, in The Post Journal, or the school newsletter.

Meetings follow a planned agenda specified by laws and regulations and at certain times in the agenda, the Board President may recognize district residents who wish to make a short statement (not more than 5 minutes in length). In addition, at the close of each open session the President generally offers an opportunity for any further input from the public attending the meeting. The Board's main purpose is policy setting; therefore, Board members are interested in the public's opinion on district issues, which can assist them in formulating policies.

Prior to each meeting the Board members receive a "packet of materials" which includes the agenda and any explanatory materials that are needed in advance to enable them to make rational decisions. This gives the members time to study the items that they will be reviewing at the next meeting. Some items on the agenda may have already been introduced and discussed at previous Board meetings, thus action that may appear to be routine is well considered by members of the Board.

The Board delegates certain responsibilities to the Superintendent of Schools, and may ask the superintendent to make reports and recommendations to the Board. The superintendent, building principal, and other administrators are responsible for the day-to-day operation of the school. If a person needs to discuss a specific school program or concern, they should first contact the teacher, building principal, or other administrators to address the matter. It is hoped that all concerns can be addressed by those closest to the situation. If, however, an issue remains unresolved it may be taken to the next level.

VISITORS TO SCHOOLS

Parents and other citizens are encouraged to visit the school periodically during the course of the school year. Student visitors from other schools, unless they have a specific reason and prior approval of the building principal, are not permitted to enter school buildings.

All visitors to the school must report to the Security Room, sign the visitor's register and obtain a visitor's pass which must be displayed at all times.

The permit must be returned to the Security Room and the visitor must sign out at the end of the visit.

USE OF FACILITIES

District facilities may be made available for certain community activities upon completion of a Building Permit Form, Proof of Insurance, and its approval from the principal's office. All District buildings and grounds are closed on Sunday before 12:30 p.m. This form can be obtained from the middle/high school office. Certain charges may be imposed upon approval of facilities so that the District will not be faced with underwriting the cost of these activities (i.e. custodial fees, utilities, general overhead, etc.).

PARENTAL INVOLVEMENT

Falconer Central School believes that student achievement is directly linked to parental involvement, and therefore encourages such involvement in the school educational planning and operation. Parents have the opportunity to get involved in the classroom as volunteers or during extracurricular activities. Parents presently take part in many committees including the Building and District Teams. However, the Board of Education also encourages direct parental involvement at home in assisting students with their learning activities and/or homework. Teachers may be contacted through the FCS website or by phone/email.

INTERSCHOLASTIC ATHLETICS

Contact: Athletic Director, Dave Nelson, 665-6624, Press 8, #4.

Student interscholastic athletics are an integral and desired part of the district's secondary school educational program. Student eligibility for participation in interscholastic teams shall include:

- Annual authorization by the school physician
- Written parental or guardian consent
- Proper adherence to and signing of the District Athletic Code, Academic Eligibility Code, all applicable rules of the various leagues, sections, and the State Education Department.
- Parents must attend a pre-season sports meeting.

The following sports are available to students:

- Fall/Winter
 - Bowling 7-12
 - Cross Country 7-12
 - Football 7-12*
 - Basketball 7-12
 - Wrestling 7-12
 - Girls' Volleyball 9-12*
 - Girls' Tennis 9-12*
 - Soccer 9-12*
 - Cheerleading 9-12
- Spring
 - Golf 7-12
 - Track 7-12
 - Baseball 9-12*
 - Softball 9-12*
 - Boys' Tennis 9-12*

* New York State Interscholastic athletic participation is generally limited to students in grades 9-12 who have attained the age of 14. However, there exists early participation procedures based on the passing of the Athletic Placement Process test. Certain physical dexterities and abilities along with physical maturity must be determined in accordance with a predetermined set of standards. Approval must be secured from the school physician. If all criteria are met, the student in grades 7 and 8 can compete on junior varsity or varsity sports teams. The selection classification criteria differ for each sport.

CONCERNS/COMPLAINTS

The Board of Education recognizes the rights of district members to register individual or group concerns regarding instruction, district programs, materials, or operations. The district attempts to resolve such concerns with only the parties involved whenever possible. Public complaints about the school district should be directed to the proper administrative personnel. Complaints about specific classroom practices shall be directed to the teacher concerned. If the matter is not settled satisfactorily, the complainant should then contact the building principal. If there is not a resolution at this level, the Superintendent of Schools can be contacted. The superintendent may refer the issue to the Board of Education for final resolution. All matters referred to the superintendent or the Board of Education should be in writing. Concerns registered directly to the Board should be referred to the superintendent.

PUBLIC CONDUCT ON SCHOOL PROPERTY

New York State Education Law requires each Board of Education to adopt rules and regulations for the maintenance of public order on school property and provide enforcement. The regulations of the commissioner of education also require such rules and regulations. The rules for public conduct on school property are included in this publication only in accordance with law and for your information, and are not intended to be intimidating.

Falconer Central School expects a high standard of conduct from its students, faculty, and support staff, as well as visitors to school. The school enforces a code of conduct that governs conduct of all persons on any premises or property under the control of the district and used in its teaching, administration, recreational athletic, or other programs and activities. No person shall:

- Cause or threaten physical injury to another person, or cause them to refrain from any act, which they have a lawful right to do.

- Use, possess, sell, or distribute alcohol, illegal drugs, drug paraphernalia, or vapes.
- Physically restrain or detain any person or remove such person from any place where he or she is authorized to remain.
- Willfully damage or destroy property or equipment under jurisdiction, nor remove any such property without authorization.
- Without permission, expressed or implied, enter into any private office of any administrator, member of the faculty, or staff member.
- Enter into and remain in any building or facility for any purpose other than its authorized usage.
- Without permission, remain in the building or facility after it is normally closed.
- Refuse to leave any building or facility after being required to do so by an authorized administrative officer, member of the faculty, or staff member.
- Obstruct the free movement of persons and vehicles in any place where rules apply.
- Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express their views including invited speakers.
- Have in their possession upon any premises of the district any rifle, shotgun, pistol, revolver, or other firearm or weapon, including knives, without the written authorization of the Superintendent of Schools or designee. This applies regardless of whether the person has a license to possess such firearms or weapons
- Willfully instigate others to commit any acts herein prohibited with specific intent to have them do so.
- Violate any law or regulation of Board policy.

TIME SCHEDULE

At the Middle-Senior High School, the doors will be opened at 7:20 am. Students may then proceed to breakfast, their locker, and to Homeroom. Teachers are available after school to help students to receive extra help, tutoring, or to complete missed assignments or tests, however, a teacher may request a student to stay for ninth period as a disciplinary measure. Any student wishing to ride a bus after 2:32 pm must obtain and produce a bus slip signed by the teacher with whom they are staying. Students who are not staying after school for academic, discipline or athletic purposes are not permitted to ride these buses.

MESSAGES/DELIVERIES

Messages for students during the school day must be restricted to emergency situations. A telephone is available to students for

non-emergency calls in the high school office. Please also refrain from having flowers/gifts, and food/drink delivered to the school office/security room for students during the school day.

BUSING

Students should be on time at the designated school bus stops and should wait until the bus comes to a complete stop before attempting to board. While on the bus, students should keep hands and heads inside the bus at all times. Remember that loud talking and laughing divert the driver's attention and make safe driving difficult. Horseplay is not permitted on or around the school bus.

Any questions concerning busing should be directed to Mr. Peterson (716-665-5290) at the bus garage. Students must ride their assigned bus and may not board another bus without specific permission. Parents may, on occasion, request that students ride a bus different from their own. Parents/Guardians for both the visiting student and the host student should send a note to school with the student(s) detailing what bus is to be ridden, where the student(s) is to be left off, and the reason for the request. The student (s) should present the note to the high school office prior to homeroom. The secretary will retain a copy of the note to keep on file and the student(s) will keep the original note that is to be presented to the bus driver upon boarding the different bus.

Spectator buses may be available for some away athletic events. All school rules apply to students riding the bus to the host school. Sign-up sheets for the spectator bus are provided in the high school office. Space is allocated on a first-come, first-served basis. You must ride to and from the event if you sign up. If you sign up and do not ride the bus, you have taken someone else's place that you wished to go and you may have lost the privilege of riding future buses. Departure times are on sign-up sheets. Spectator buses usually leave from the main parking lot and return to the same place. Only those students in grades 9 - 12 are to ride the spectator buses except on those occasions designated by administration.

ATHLETICS/EXTRA-CURRICULAR ACTIVITIES

- Members of athletic teams must ride the team bus to and from all athletic events.
- Individual team members, with the approval of the coach, may return directly home with their parents IF the parent personally presents a WRITTEN request to the coach OR signs the student out.
- Such requests should be signed by and have prior approval of the building principal unless it is an emergency situation. In situations when the parent/guardian requires alternate transportation home from the extra

curricular event, such requests should be signed by, and have prior approval of the building principal.

- Students must be in school by 10:45 a.m. in order to participate in any extracurricular activity including practice. Exceptions will be determined by the principal or designee according to the attendance policy.
- If a student is sent home ill, they are not eligible for after school activities.

LUNCH PROGRAM

All school buildings in the District have a computerized system, which records all deposits of money and all purchases of food items for each student. If there is money in the account, the purchases are deducted. If there is no money in the account and the student is not eligible for free meals, the purchase is charged for a full or reduced meal, if eligible. The student now has a negative account balance, which must be paid the next day. Payments can be made with cash or a check made out to Falconer Central School. The balance on any account will automatically transfer to the next school year. Parents may place limits on what the student can purchase such as 1 lunch and 1 snack per day. Call Mary Lynch at 716-665-6624 ext. 4288 to establish restrictions.

COMPREHENSIVE STUDENT ATTENDANCE POLICY

Statement of Overall Objectives

School attendance is both a right and a responsibility. The task of ensuring that all students meet or exceed the New York State Learning Standards requires an active partnership among students, parents and Falconer Central School. Because the District recognizes that consistent school attendance, academic success and school completion have a positive correlation; the District has a Comprehensive Student Attendance Policy to meet the following objectives:

- To increase school attendance and completion for all students
- To raise student achievement and close gaps in student performance
- To identify attendance patterns in order to design attendance improvement efforts
- To know the whereabouts of every student for safety and other reasons
- To verify that individual students are complying with education laws relating to compulsory attendance
- To determine the District's average daily attendance for state aid

Falconer Central School will:

A. Create and maintain a positive school culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and supportive interactions between adults and students. This positive school culture is aimed at encouraging a

high level of student commitment to the school, which in turn should lead to increased attendance.

B. Develop a Comprehensive Student Attendance Policy based upon the recommendations of a multifaceted District Policy Development Team that includes representation from the Board of Education, administrators, teachers, students, and parents. The District will hold at least one public hearing prior to the adoption of this collaboratively developed Comprehensive Student Attendance Policy.

C. Maintain accurate record keeping to record attendance, absence, tardiness or early departure of each student.

D. Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.

E. Develop early intervention strategies to improve school attendance for students.

Determination of Excused/Unexcused Absences, Tardiness & Early Departures

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

Excused: An excused absence, tardiness or early departure may be one but not limited to: personal illness, illness or death in family, extreme weather conditions including impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, medical or dental appointments (with doctor's note), approved college visits, approved school -sponsored educational/ extracurricular/ interscholastic trips, approved cooperative work programs, military obligations, late bus arrival, approved in-school music lessons, required medical attention for other family member who relies on student for medical treatment, in/out of school suspension, approved medical appointments that cannot be scheduled outside the school day, any absence approved in advance by the building principal

Excused absence, tardiness or early departure requires a phone call by a parent/ person in a parental relationship. A designated staff member shall notify the parent/ person in parental relation to a student who is absent or without proper excuse by telephone or in writing when written notification is not received in a reasonable length of time following the absence. The staff member shall explain the District's Comprehensive Student Attendance Policy, the District's/building level intervention procedures, and, if appropriate, the relationship between student attendance and course credit. If the parent/person in parental relation cannot be reached

by telephone, the staff member will provide such notification by mail or home visit.

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., obtaining learner's permit, recreational activities not related to school-sponsored events, oversleeping, car trouble, missed bus ride or ride, etc.)

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in the District's Code of Conduct. Parents/persons in parental relation will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions.

Student Attendance Record Keeping/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 the Commissioner of Education's regulations. An absence, tardiness or early departure will be entered as "excused" or "unexcused" along with the District code for the reason. A. For students in self-contained classrooms and classes in which supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc. takes place; such student's presence or absence shall be recorded after the taking of attendance once per school day.

B. For students in grades six through twelve each student's presence or absence shall be recorded after the taking of attendance in homeroom and each period of scheduled instruction except that where students do not change classrooms for each period of scheduled instruction, attendance shall be taken in accordance with paragraph "A" above.

C. Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with this policy.

D. In the event that a student at any instructional program arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with this policy and accompanied by a written note from the parent/guardian.

E. Please provide proof of appointment by presenting a note from your doctor. A record shall be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of

fuel, destruction of or damage to a school building, or such other cause as may be found satisfactory to the Commissioner of Education.

Attendance records shall also indicate the date when a student withdraws from enrollment.

At the conclusion of each school day, all attendance information shall be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness or early departure shall be coded on a student's record in accordance with the established District procedures.

A student must be fever free for 24 hours before returning to school. If your child is sent home with a fever, they cannot return the next day.

Early Dismissals – Students who will be dismissed during the day for previously arranged reasons such as doctor's appointment should follow these procedures: 1. Bring a note from home stating:

- A. Student's full name
- B. Name of parent or guardian requesting early dismissal
- C. Phone number where parent/guardian can be contacted
- D. Date and time for dismissal
- E. Reason for dismissal
- F. Estimated length of absence
- G. If applicable, permission for students to drive or walk.

2. Present note to office secretary when arriving at school

3. Parent/guardian will sign student out at the Security Office at dismissal

Student Attendance and Course Credit

The District believes that classroom participation 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. For the purpose of this policy, classroom participation means that a student is in class and prepared to work.

Consequently, in courses for which credit is earned or recommended, each marking period a certain percentage of a student's final grade will be based on classroom participation as well as the student's performance on homework, tests, papers, projects, etc. as determined by the building administrator in conjunction with the classroom teacher.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused student absences, tardiness, and early departures will affect a student's grade, including credit for classroom participation, overall grade for the marking period, and may include the possibility of disciplinary consequences. 11 At the high school (9-12) level, any student with more than eighteen (18) absences in a

course may not receive credit for the course. However, it is District policy that students with properly excused absences, tardiness and early departures for which the student has performed any assigned make-up work, assignments and/or tests shall not be counted as an absence for the purpose of determining the student's eligibility for course credit.

However, where a student earns a passing grade for the course(s), credit will not be denied for the course(s).

For summer school and courses meeting 1/2 year or 1/4 year, the same policy will apply and a calculation of the absences will be prorated accordingly.

Students will be considered in attendance if the student is:

A. Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time

B. Working pursuant to an approved independent study program

C. Receiving approved alternative instruction

Students who are absent from class due to their participation in a school-sponsored activity are to arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher.

Attendance at school-sponsored events where instruction is substantially equivalent to the instruction that was missed shall be counted as the equivalent of regular attendance in class.

Prior to a non-school-sponsored activity, students will arrange a schedule for the completion of missed assignments with the teacher. A Special Leave Form must be completed.

Upon returning to school following a properly excused absence, tardiness or early departure, it shall be the responsibility of the student to consult with their teacher(s) regarding arrangements to make up missed work, assignments and/or tests in accordance with the time schedule specified by the teacher.

Notice of Minimum Attendance Standard/Intervention Strategies Prior to Denial of Course Credit

The District's policy regarding minimum attendance and course credit, and the implementation of specific intervention strategies to be employed prior to the denial of course credit to the student for insufficient attendance.

A building attendance committee will meet to review cases of excessive absences, tardiness or early departures.

Parents/person in parental relation will be notified by letter or telephone of the excessive absences, tardiness or early departures.

Parents/persons in parental relation may be requested to attend a meeting to review their child's attendance.

The committee may recommend parent support, medical intervention, or notification to proper outside agencies.

Intervention Strategy Process

In order to effectively intervene when an identified pattern of unexcused absences, tardiness or early departures occur, designated District personnel will pursue the following:

- Identify specific element(s) of the pattern (e.g., program, building, time frame, type of unexcused absences, tardiness or early departure);
- The parent/person in parental relation will be contacted;
- Discuss strategies to directly intervene with specific situation such as student contracts, filing of PINS petition;
- Implement changes, as approved by appropriate administrator;
- Utilize appropriate District and/or community resources to address and help remediate student unexcused absences, tardiness or early departures;
- Monitor and report short and long term effects of intervention
- Home visits.

The District's Comprehensive Student Attendance Policy will be made available to parents/persons in parental relation, and students at the beginning of each school year or at the time of enrollment in the District. School newsletters and publications will include periodic reminders of the components of the Districts Comprehensive Student Attendance Policy. Copies of the Attendance Policy will also be included in parent/student handbooks.

Appeal Process

A parent/person in parental relation may request a review of their child's attendance record during a meeting with the building principal.

Incentives to Improve Student Performance

- Attendance honor rolls to be posted in prominent places in District building and included in District newsletters, and, with parent/person in parental relation consent in community publications;
- Special events (e.g., assemblies, guest speakers, and field days);
- Classroom acknowledgment of the importance of good attendance (e.g., individual certificates, recognition chart, bulletin boards);
- Annual poster/essay contest on importance of good attendance;
- Modeling of excellent attendance by administration, faculty and staff;
- Parental involvement (contracts, conferences, support, rewards);
- Student Spotlight

Review of Attendance Records

The building administrator will work in conjunction with the appropriate attendance staff in reviewing attendance records at the end of each term.

This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness and early departures.

Annual Review by the Board of Education

The Board of Education shall annually review student attendance records and if such records show a decline in student attendance, the Board shall make any revisions to the Policy and plan deemed necessary to improve student attendance.

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 persons in parental relation to students at the beginning of the each school year and promoting the understanding of such a policy to students and their parents/ persons in parental relation;
- B. Providing each student, at the beginning of the school year or upon entrance into the school district, with a copy of the policy;
- C. Providing each teacher, at the beginning of the school year or upon employment, with a copy of the policy; and
- D. Providing copies of the policy to any other member of the community upon request.

HOMEWORK POLICY, Grades 6-12

Homework is a very important component in ensuring student success. Each student is expected to spend some time in addition to scheduled class instruction to achieve satisfactory work. Some assignments are long range in nature and require planned study time for their completion. Planned study eliminates the need of spending too much time completing the assignment just before it is due.

1. Homework that is turned in on time will be graded out of 100%.
2. The highest possible grade for work turned in late is 65%.
3. Homework that is due Monday through Thursday will only be accepted for late credit by Friday at 3:10 pm of the same week. Homework that is due on Friday will only be accepted for late credit by 3:10 pm on the next scheduled school day. Homework that is due the day prior to a scheduled holiday, vacation, or a scheduled ½ day will only be accepted for late credit on the next scheduled school day by 3:10 pm.
4. If the teacher is unavailable through 3:10 pm to accept the late work, then the assignment must be turned in by 3:10 pm on the next school day for late credit.
5. Students that miss a homework assignment with an excused absence will have until 3:10 pm on the 2nd scheduled school day

after returning to school to turn in their assignment as eligible for grading out of 100%. After that, the assignment is considered late and will follow the late work policy noted above. Lengthy absences will be handled on an individual basis between the teacher and student. **Grading for projects/interdisciplinary units are at teacher discretion.

Eligibility reporting

Three and six week slips will be sent home with middle school students which require a parent's signature and should be returned to their homeroom teacher. Progress reports and report cards for grades 9-12 students will be available on the PowerSchool Parent Portal. Eligibility reporting dates will coordinate with progress reporting dates and will be posted on the school calendar and web page.

Weighting and percentages

All weighting will be discussed and approved through department leaders and administration. Efforts will be made to keep as consistent of a policy as possible within each department.

GRADING

Report cards are distributed four times per year in grades 6-12. Paper copies for grades 9-12 are furnished upon request. A numeric marking system is generally used. Specialized grades are used in certain competency tests and individualized educational programs.

- The minimum passing grade is 65%.
- The honor roll consists of students with an average of 89.5% or above. The merit roll consists of students with an average of 84.5%-89.49%.

Students receiving an INC or failing grade in any course are not eligible for honor or merit. Lists are published at the end of each marking period and released to the local newspaper.

- A Regents Exam cannot fail a student for the year and can be used to improve a students' overall course average. A student will receive a class grade of at most 65% if they do not sit for an exam. Individual circumstances may be considered by administration.

- A student will receive a grade in each subject each quarter. The grade each quarter will be the average of all marks, counting 4/5, and the quarterly test, counting 1/5. The final grade in each subject is the average of the quarterly grades, counting 4/5, and the final examination/regents counting 1/5. A grade of 51% is the lowest grade earned during the 1st and 2nd quarters. Students will receive their actual earned grade in the 3rd and 4th quarters. This applies to full year courses only.

- Each student's rank in class is determined by a cumulative weighted average of all high school credit bearing subjects studied in grades 9-12. All

high school credit bearing courses will also count towards class rank. Class rank is determined using a weighted average of all courses based on the following:

PE, Chorus, Band courses 1.00

Gen. & Non-Regents exam courses 1.05

Regents exam courses 1.10

Advanced (Level 4) courses 1.15

College credit and AP courses 1.20

· Final grade point average and class rank will be calculated after the third quarter report card in grade 12. All college courses taken off campus must be taught by a Highly Qualified Instructor to be counted toward credit and class rank. If you are using a college course to replace a course on the FCS transcript, it will be weighted at the same value as the high school course. All college courses and weighting must be pre-approved by the administration in order to be included on the FCS transcript. Grades from spring semester, Grade 12 college courses taken off the FCS campus will not be calculated in the class rank and grade point average process. Students taking a JCC campus course will sign off on this policy with their guidance counselor.

EXTRA-CURRICULAR ACADEMIC ELIGIBILITY PROCEDURE

Falconer Central School students who participate in extracurricular activities are expected to conform to the academic standards which meet or exceed the requirements of the district and the New York State Board of Regents. The following guidelines must be read and signed by all students and their parent/guardian and returned to their homeroom teacher to remain on file for the year.

In order to remain eligible for any extra-curricular activity, students in grades 6-12 must maintain at least 65% average in each class. Students who are failing at least one class will be placed on academic probation for a period of approximately three (3) weeks. During this time, the students must improve to the acceptable level, which is passing ALL classes. The student will still be allowed to participate in the extra curricular activity during the probationary period. Failure to achieve a passing average by the end of the probationary period will result in removal from the activity until the student is passing ALL classes when the grades are reviewed at designated checkpoints.

However, if a student can provide evidence by using the Academic Probation Form but still has not obtained a passing grade, they will continue on probation. The student must turn in the signature form to the High School Office on the designated date. Failure to do so will result in

immediate ineligibility. Averages will be based on current quarter grades unless designated otherwise. At the end of each quarter, all students that are ineligible move to probation and probationary students will remain on probation. Students may continue to practice during ineligibility periods, but will not dress and participate in any competition.

PARENT CONFERENCES

Parent/Teacher conferences are an important element in reporting student progress to parents. Parents and teachers should schedule meetings in advance. Parents may initiate a conference by calling the Guidance Office or making an appointment directly with the teacher. When a parent requests a conference with a teacher, the teacher will make every effort to arrange a mutually convenient time. Such conferences will be planned around the teacher's schedule so as not to interfere with class time.

PROMOTION AND RETENTION OF STUDENTS

In general, promotion from one grade to the next shall be contingent upon the passing of all required subjects and the accumulation of the required units of credit at each year level and the total accumulation of units.

CO-CURRICULAR ACTIVITIES

Falconer Central School believes that co-curricular activities are an important part of the education of each student. The following list represents current student organizations. If the student is interested in joining any of the activities, they should see the advisor for further information. Advisors for different organizations may change on an annual basis and students should inquire at the High School Office about who is the appropriate advisor of an organization. Art Club, Builder's Club, Falcon Productions, FBLA, Girls' Athletic Association, GSA, Honor Society, Key Club, Math Club, Marching Band & Color Guard, Mock Trial, Quiz Team, SADD, Science Club, Ski Club, Spanish Club, Student Council, Trap

HONOR SOCIETY

Students may become eligible in the fall of their junior year. Selection process is based on four criteria:

1. Scholarship - Students must maintain a minimum cumulative scholastic average from high school credit bearing classes of 90% GPA (unweighted).
2. Leadership - Effective participation in school, work, and/or community activities; exemplifies positive attitude; demonstrates reliability and dependability.
3. Service - Contributions made to school, classmates, and community, as well as the student's willingness to serve cheerfully and enthusiastically.
4. Character - A person of character demonstrates respect, responsibility, trust, worthiness, fairness, caring, and citizenship. Students may be placed

on probation or removed from Honor Society by not following the four criteria.

STUDENT DANCES

Falconer Central School dances are for Falconer students and their approved guests in grades 9-12, unless otherwise specified. Dances will begin approximately at 8 p.m. Dances will terminate by 11 p.m. Proper attire must be worn at all dances.

All Falconer Central School dances are closed to the general public. There will be no more than one school-sponsored dance in any one month of the school year. Supervisors and chaperones must:

- Be visible and make the rounds of the gym.
- Check the lavatories to prevent loitering, vandalism, and smoking.
- Evict anyone who is unruly or insubordinate.
- Report any incidents to the administrator in charge.
- Be certain the corner lights remain on during the dance.
- Correct any misconduct, bad language, or poor-taste exhibitions.
- Check the parking areas, the bleachers, and allow no one to loiter.
- Remain until the building is cleared and secured.
- Detain students that are in violation of the law.

Sponsoring Organizations and Students

- At school dances notify all entering students that no one is allowed to leave and return. Students must sign out if they leave before the dance is over.
- Coat check room will be available.
- No book bags are allowed.
- Elementary students and students in grades 6-8 are not admitted to 9-12 dances.
- No student listed on the No-Privilege List or Ineligibility List will be admitted.
- No student listed on the absentee bulletin will be admitted

***SMOKING AND/OR VAPING, DRINKING, AND VANDALISM IS NOT
ALLOWED**

Please ask offenders or violators to leave. If you need assistance, ask one of the administrators, teachers, chaperones, or student supervisors to assist. All students will leave at the conclusion of the dance. All chaperones and supervisors will secure the lavatories and the gym and then leave after the students and the musicians are out of the building. The local police department will be made aware of dance events.

Student Dance Code of Conduct

Only Falconer students, grades 9-12 and their approved guests will be admitted to the dances. Identification may be requested of students when purchasing tickets. Anyone's privilege to attend Falconer dances will be canceled for: fighting, drinking, smoking, insubordination, unapproved background check of guests, loitering on the school grounds (If a student leaves the dance, they must leave the school grounds.) Arrangements for dances must be made with the student council and the principal at least two weeks prior to the dance. These include: permission for the dance - two weeks before, band contract - two weeks before, arrangements for chaperones - one week before, eight parents (four couples), the sponsoring teacher, two security guards (when required), one custodian

ELECTRONIC DEVICES FCS Cell Phone Procedures

Students may possess or use personal electronic devices on school property, on school buses, or at school sponsored events according to the following guidelines:

- Before school until homeroom begins (7:43 a.m.)
- During the High School student's breakfast and lunch, headphones are required while playing music, videos, and games.
- After school (3:10 p.m.)
- **Personal electronic devices and earbuds/headphones are not permitted in areas of the school designated as "Red Zones." These areas include Hallways, Gymnasium, Restrooms, Locker Rooms, Athletic Fields, Offices, and Classrooms. Classroom teachers may designate their room as a "Green Zone" for educational purposes on a daily basis.**
- Personal electronic devices will not be used to cause any disruption in the educational process or for unethical or illegal purposes. Prohibited uses include, but are not limited to, cheating on assignments or tests, harassing or bullying, taking or distributing unauthorized photographs, recording others or incidents on Falconer Central School property.
- Personal electronic devices will not be used to access any obscene, threatening or otherwise inappropriate school material via any form of communication.
- Personal electronic devices will not be used for any activity prohibited by the Falconer Central School Code of Conduct or Dignity Act. These devices are also prohibited from circumventing the Falconer Central School network security or for any unauthorized access to, or inappropriate use of, the school network.

· Falconer Central School is not responsible or liable for the theft, loss, data loss, damage, destruction, misuse, or vandalism of any student's electronic device on school property. Students are provided access to Falconer Central School computers and technology on a daily basis for educational purposes.

Middle School students are prohibited from using or having on or in an operational mode any cellular telephone, laser pointer or pen or any other type of telecommunications or imaging device during instructional time including lunch periods (7:43 a.m. - 3:10 p.m.), except as expressly permitted in connection with authorized use in classrooms. While students are permitted to possess such devices during the school day (in lockers and turned off), they are prohibited from using them in any manner, which invades the privacy of students, employees, volunteers or visitors.

If a student is found to be in violation of these personal electronic device procedures, devices will be confiscated by school personnel and returned to student or parents, depending on the violation and frequency of the offense. This District is not responsible for any text or data usage and/or charges. Students may also be assigned further consequences, depending on the violation and incident. Failure to use the device appropriately may result in the loss of privileges.

DRESS CODE FOR GYM CLOTHES

1. T-shirts must have sleeves and extend 4" below the waist and have no inappropriate language/drug related messages as indicated in the dress code.
2. Shorts or sports pants cannot have belt loops, zippers, or pockets. Inseams on shorts must be at least 4" in length.
3. Gym shoes must have backs and some type of closure (laces, velcro, etc.)

PURSES, BOOK BAGS AND BACKPACKS

Purses (handbags), book bags, and backpack use is not permitted during the school day due to safety concerns. These items must be kept in lockers.

USE OF BICYCLES AND SKATEBOARDS ON SCHOOL PROPERTY

Students may ride their bicycles to school; however, they must walk their bicycles on school property. As soon as students arrive at school, they should park and lock their bicycles in the appropriate area. The school is not responsible for stolen or damaged bicycles.

Students may ride their skateboards to school but they must be carried while on school property. Students may not ride skateboards on school property. Skateboards must be locked in lockers upon arrival at school. The school is not responsible for stolen or damaged skateboards.

LOCKERS

Students are responsible for keeping their lock combinations confidential. They must also keep their lockers clean/orderly. Lockers are the property of the school and may be subject to search by authorized personnel at any time.

STUDENT AUTOMOBILE USE

Students with a valid driver's license may be eligible to drive to school and park on school grounds. A section of the school parking lot is allotted to such students, however, due to a limited amount of space, it may be necessary to designate driving permits on a priority basis to be determined by the principal. Students may pick up a parking permit application from the High School Office. Students will be issued a school sticker that must be affixed to the back of the rear view mirror of the vehicle per directions. Students who are not registered to park in the Student Parking Lot are not permitted to do so. Students parked in unauthorized areas will be given one warning. Subsequent infractions will result in the towing of the vehicle at the expense of the student. Violation of any regulations and/or dangerous driving will lead to immediate suspension of driving/parking privileges.

BOCES students will ride the FCS school bus. Exceptions may be made by the High School Principal or their designee with signed consent forms from parents, guardians, and employers.

INTERNAL MEDICATION DURING SCHOOL HOURS

Sometimes it becomes necessary for students to take medicine during school hours. School nurses will cooperate with physicians and parents in dispensing required medication. To take internal medicine during school hours, parents are asked to follow these procedures:

1. Obtain a written order from your physician listing: Name of student, Name of medicine, Reason for administration, Dosage and time it is to be given, Physician's signature

This procedure includes aspirin and all other non-prescription medication.

2. A written request from the parent to administer medication.
3. Leave the medicine in its original container. (Public Health Law, Sec. #3345 makes it "an offense for prescription drugs to be in anything other than the original container.")
4. Bring the medicine and instructions to the school nurse.

MEDICATION ON TRIPS

1. Parents must provide a Doctor's note for all prescription and over the counter medications to be given. This must be produced prior to departure

on the trip. Parents must also provide a permission slip for the dispensing of all medications.

2. All medications must be bagged in a clear bag with all parental and Doctor's notes. The bag must have the students name clearly marked on it.
 - a. All prescription drugs must be in their original container.
 - b. All over the counter drugs must be in their original container.
3. All medications can only be given by the appointed chaperone or coach
4. Students/parents should understand the handling of all medications prior to trip.

STUDENT HEALTH SERVICES

If a student is hurt or ill, they should tell a teacher and ask for a pass to the school nurse's office. The school nurse will provide emergency care for students in accidental or unexpected medical situations. The school nurse will make a determination if the student is to be released from school due to illness and the appropriate parent or guardian will be notified.

Medical Equipment and Devices in the School Setting

Medical equipment and devices require a prescription, just like medications, from a medical provider licensed to practice medicine in New York State. Additionally, medical equipment that is not properly selected for the medical condition and measured to fit the individual can actually cause more harm than good. In the school setting, when a child is using medical equipment or devices, they might require additional assistance, such as but not limited to: Access to an elevator, additional passing time between classes, assistance from a peer to carry a backpack, an extra set of books at home so as not to have to carry a backpack, modified physical education, planned rests during the day, pain medication in the health office Accordingly, the district requires that any child who needs use of any sort of medical equipment or devices, including, but not limited to braces, splints, crutches, or wheelchairs must have a physician or medical provider's order as well as parent permission for use in school.

ACCIDENT INSURANCE

Schools are not required to carry student accident insurance. Our school, however, maintains an EXCESS COVERAGE Policy on students to assist parents with expenses not fully covered by their own insurance. All claims must be submitted to the parents' policy FIRST and the amount paid or rejected sent to the school policy. The school's plan may then pay a portion of the balance based on a set schedule.

Any accidental injury incurred while under school supervision should immediately be reported to the teacher in charge and the school nurse.

Accidents occurring after dismissal from school and not under direct supervision of the school are not covered under our insurance policy. Further, accidents resulting from fighting or horseplay are not covered.

WORKING PAPERS

Work permits for students of various ages and in various employment situations can be obtained at the High School Office. The student must have a current physical examination and the form must be completed by the parent and returned to the school for validation.

STUDENT FINES AND CHARGES

Students are expected to exercise reasonable care in the use of school equipment and supplies. All students are expected to cover their textbooks and replace the book cover if it becomes worn during the school year. If a textbook is damaged due to misuse, a fine will be imposed. If a textbook is lost, it is to be paid for according to the following schedule: New Book=100% of cost price, 1 yr. old Book=75% of cost price, 2 yr. old Book=50% of cost price, 3 yr. or older Book=25% of cost price.

I understand that if a District technology device is damaged due to misuse, repair fees in accordance to current part costs will be imposed. If a District technology device/charger/bag is lost or damaged beyond repair due to misuse, a fine will be imposed. Replacement device fee of \$300.

Replacement charger fee of \$25. Replacement bag (if assigned) fee of \$10.

STUDENT RECORDS

The Falconer Central School District shall comply with the provisions of the "Family Educational Rights and Privacy Act of 1974". Under its provisions, "parents/legal guardians and noncustodial parent(s), whose rights are not limited by court order or formal agreement, of a student under eighteen (18), or a student eighteen (18) years of age or older, have a right to inspect and review any and all official records, files, and data, including all material that is incorporated into each student's cumulative record folder and intended for school use or to be available to parties outside the school or School System and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized test scores), attendance, data scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns."

The Family Educational Rights and Privacy Act (FERPA), A Federal law, requires that the Falconer Central School District, with certain exceptions,

obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Falconer Central School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Falconer Central School District to include this type of information from your child's education records in certain school publications. Examples include: A playbill, showing your student's role in a drama production, The annual yearbook, Honor roll or other recognition lists, Graduation programs, Sports activity sheets, such as showing weight/height of members

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

If you do not want the Falconer Central School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing.

EMERGENCY CLOSINGS

Should emergency conditions such as extreme weather conditions, power outages, flooding, etc., make it necessary to close school, this will be announced through our automated School Messenger and on various radio stations. The following are contacted: **WJTN, WKSN, WDOE, SE93, WHUG, Channel 2, 4, 7, YNN**(Spectrum Cable) If no announcement is made, it can be assumed that school will be in session. PLEASE DO NOT CALL THE SCHOOL OR EMPLOYEES SINCE THESE LINES MUST BE KEPT OPEN FOR EMERGENCIES.

Once school is in session, early closing will be made only in the most extreme cases. Please notify the school for any changes in address/phone number/contact information in order to maintain accurate records for our School Messenger system.

WITHDRAWAL OR TRANSFER FROM SCHOOL

The following procedure should be followed for withdrawal or transfer:

- Secure authorization for withdrawal or transfer from parents. It is advisable to have the parent/guardian visit the school and make this arrangement
- Obtain the appropriate transfer/withdrawal forms from the Guidance Office
- Have the forms filled out by teachers and return all schoolbooks and property and make sure all fees are paid
- Take the completed form to the Guidance Office for final clearance
- Parents should complete the approval form for transmittal of student records to the new educational setting, if applicable

CODE OF CONDUCT IN ACCORDANCE WITH THE DIGNITY FOR ALL STUDENT ACT

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, consistently 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 function.

II. DEFINITIONS

In accordance with the Dignity for All Students Act, School District policy and practice must ensure that no student is subject to discrimination or harassment, based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex by school employees or students on school property, on a school bus, or at a school function.

School Property means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus.

School Bus means every motor vehicle owned and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.

School Function means a school sponsored extracurricular event or activity.

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

Employee means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

Sexual Orientation means actual or perceived heterosexuality, homosexuality, or bisexuality.

Gender means actual or perceived sex and includes a person's gender identity or expression.

Harassment means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for their physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

This includes harassment, bullying and/or discrimination (including cyber bullying through electronic communications) that happens “ Off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property". Such conduct includes both verbal and non-verbal actions.

Race means a group of persons related by a common descent or heredity. For purposes of enumeration the U.S. Census Bureau uses terms such as: "White/ Caucasian", "Black/African American/African-descent, "Asian", "Bi-racial", "Hispanics/Latinos" etc. to describe and classify the inhabitants of the U. S.

Color means the term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.

Weight means aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size".

National Origin means a person's country of birth or ancestor's country of birth.

Ethnic Group means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.

Religion means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.

Religious Practice means a term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.

Sex means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote "sex".)

III. STUDENT RIGHTS AND RESPONSIBILITIES

	Student's Rights		Student's Responsibility
1	To attend school in the district in which one's parent or legal guardian resides	⇒	To attend school daily, regularly and on time, perform assignments, and strive to do the highest quality work possible.
2	To expect that school will be a safe, orderly and purposeful place for all students to be educated and treated fairly.	⇒	To be aware of all rules and expectations regulating student's behavior and conduct oneself in accordance with these guidelines.
3	To be respected as an individual	⇒	To respect on another and to treat others in the manner ath one would want to be
4	To express one's opinions verbally or in	⇒	To express opinions and ideas in a

writing.

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| 5 | To dress in such a way as to express one's personality ⇨ | respectful manner so as not to offend, slander, or restrict, the rights and privileges of others.

To dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in activities or be unduly distracting. |
| 6 | To be afforded equal and appropriate educational opportunities ⇨ | To be aware of available educational programs in order to use and develop one's capabilities to their maximum |
| 7 | To take part in all school activities on an equal basis regardless of race, color, creed, religion, religious practice, sex, sexual orientation, gender, weight, national origin, ethnic group, political affiliation, age, marital status or disability. ⇨ | To work to the best of one's ability in all academic and extracurricular activities, as well as being fair and supportive of others. |
| 8 | To have access to relevant information concerning drug and alcohol abuse as well as access to individuals and agencies capable of providing direct assistance to students with serious personal problems. ⇨ | To be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate |
| 9 | To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity. ⇨ | To respect one another and treat others fairly in accordance with the District Code of Conduct. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination, to report and encourage others to report any incidents of intimidation, harassment or discrimination. |

IV. ESSENTIAL PARTNERS

Expectations for Parents

- 1) Recognize that the education of their children is a joint responsibility of the parents or guardians and school community.
- 2) Send their children to school ready to participate and learn as required by New Student's York State Education Law and in accordance with the District's Comprehensive Student Attendance Policy (#7110). Ensure that children attend school regularly and on time. Ensure absences are excused.
- 3) Insist their children be dressed and groomed in a manner consistent with the student dress code.
- 4) Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- 5) Know school rules and help their children understand them.
- 6) Convey to their children a supportive attitude towards education and District.

- 7) Build good relationships with teachers, other parents and their friends.
- 8) Help their children deal effectively with peer pressure.
- 9) Inform school officials of changes in the home situation that may affect student conduct or performance.
- 10) Provide a place for study and ensure homework assignments are completed
- 11) Teach their children respect and dignity for themselves and other students, which will strengthen the child's confidence and promote learning.

Expectations for Teachers

- 1) Maintain a climate of mutual respect and dignity for all students, which will strengthen students' self-image and promote confidence to learn.
- 2) Be prepared to teach.
- 3) Demonstrate interest in teaching and concern for student achievement.
- 4) Know school policies and rules, and enforce them in a fair and consistent manner.
- 5) Communicate to students and parents: Course objectives and requirements, Marking/grading procedures, Assignment deadlines, Expectations for students, Classroom discipline plan
- 6) Communicate regularly with students, parents and other teachers concerning growth and achievement.
- 7) Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for School Counselors

- 1) Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- 2) Initiate and appropriately document teacher/student/counselor conferences and parent/ teacher/student/counselor conferences, as necessary, as a way to resolve problems.
- 3) Regularly review with the students their educational progress, career plans and graduation requirements.
- 4) Provide information to assist students with career planning.
- 5) Encourage students to benefit from the curriculum and extracurricular programs.
- 6) Maintain and encourage a climate of mutual respect and dignity for all which will strengthen students' self-image and promote confidence to learn.
- 7) Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for Other School Staff

- 1) Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
- 2) Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct.
- 3) Assist in promoting a safe, orderly and stimulating school environment.
- 4) Maintain confidentiality about all personal information and educational records concerning students and their families.
- 5) Maintain and encourage a climate of mutual respect and dignity for all students which will strengthen students' self-image and promote confidence to learn.
- 6) Report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for Principals

- 1) Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- 2) Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.
- 3) Support the development of and student participation in appropriate extracurricular activities.
- 4) Be responsible for enforcing the Code of Conduct, ensuring that all cases are resolved promptly and fairly and, when necessary, appropriately documenting actions.
- 5) Maintain and encourage a climate of mutual respect and dignity for all students which will strengthen students' self-image and promote confidence to learn.
- 6) Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).

Expectations for the Superintendent

- 1) Promote a safe, orderly, respectful and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.
- 2) Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
- 3) Inform the School Board about educational trends, including student discipline.

- 4) Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- 5) Work with District administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

Expectations for the Board of Education

- 1) Collaborate with students, teachers, administrators and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, District personnel and visitors on school property and at school functions.
- 2) Approve and review at least annually the District's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
- 3) Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
- 4) Lead by example by conducting Board meetings in a professional, respectful and courteous manner.

V. STUDENT DRESS CODE

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

We are concerned about the personal appearance of our students. We strive to be the best and expect our students to look and act the part. We do not intend to dictate the type of clothes to be worn to school, but occasionally find it necessary to say what shall not be permitted. We expect our students to wear normal school clothes in a normal manner. Any mode of dress or personal appearance, which is disruptive, distracting and/or disturbing to the progress of the educational program or activity, will not be permitted. A student's dress, grooming and appearance, including hair style/ color, jewelry, make-up and nails, shall but not limited to:

- 1) Be safe, appropriate and **not disrupt** or **interfere** with the educational process.
 - 2) Blouses, shirts (2 inch straps are permitted) and sweaters are to cover shoulders, back, chest, and stomach. Apparel above the waist such as halter-tops and spaghetti straps are not permitted. Recognize that extremely brief garments such as tank tops, tube tops, bare midriffs, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back), and see-through garments, etc. are not permitted.
 - 3) Shorts and/or skirts must reach a student's mid thigh in length.
 - 4) Ensure that underwear is completely covered with outer clothing.
 - 5) Include footwear at all times. Footwear that is a safety hazard will not be allowed.
 - 6) Not include the wearing of headgear, hoods, hats or bandana type headbands except for a medical or religious purpose while school is in session.
 - 7) Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
 - 8) Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.
 - 9) Bracelets, necklaces with "spikes", chains of any type and/or other jewelry or clothing that could cause bodily harm are prohibited.
 - 10) Nightwear and slippers are not to be worn as "regular" clothing.
- Each building principal or their 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. Special announced dress down days may occur throughout the year. Revised by students, teachers, parents, and administrators on 8/20/14. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

VI. PROHIBITED STUDENT CONDUCT

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare

of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to develop self-discipline.

The Board recognizes the need to be clear and specific in expressing its expectations for student conduct while on District property or engaged in a District function. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others.

Students who will not accept responsibility for their own behavior or who violate these school rules will be required to accept the consequences for their conduct. Students may be subject to disciplinary action, up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly, insubordinate, disruptive, violent, endangers the safety, morals, health or welfare of others, engage in misconduct on the school bus, or engage in academic misconduct including work/internship sites.

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

A. Engage in conduct that is disorderly. Examples of disorderly conduct include but not limited to:

1) Engaging in any act which disrupts the normal operation of the school community, running in hallways, making unreasonable noise, and using language

or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others

2) Obstructing vehicular or pedestrian traffic

3) Engaging in any willful act, which disrupts the normal operation of the school community

4) Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building

5) Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or Internet/intranet account; accessing inappropriate websites; evading the District's content filter; using an outside wireless network; or any other violation of the District Acceptable Use Policy

6) Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, and other personal electronic devices deemed inappropriate by the administration)

7) Creating a hazardous or physically offensive condition by any act, which serves no legitimate purpose

8) Unauthorized use of personal computer, laptop and/or other computerized information resources through the Falconer Central School District computer system is prohibited

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include but not limited to:

1) Failing to comply with the reasonable directions of teachers, school administrators of other school

2) employees in charge of students or otherwise demonstrating disrespect

3) Lateness for, missing or leaving school without permission

4) Skipping detention

5) An excuse of an absence must be given by a parent/guardian within 2 days or detention will be assigned to the student. After 5 days, the student will be considered truant

C. Engage in conduct that is disruptive. Examples of disruptive conduct include but not limited to:

1) Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.

2) Disruption of class

3) Endangering the health and safety of other students or staff or interfering with classes or District activities by means of inappropriate appearance or behavior as per District Code of Conduct.

D. Engage in conduct that is violent. Examples of violent conduct include but not limited to:

1) Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so

2) Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so

3) Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on District property or at a District function

4) Displaying what appears to be a weapon

5) Using weapon(s)

6) Intentionally damaging or destroying District property, the personal property of a student, teacher, volunteer, contractor, vendor, administrator,

other District employee or any person lawfully on District property, or at a District function including but not limited to graffiti or arson

7) Communication by any means, including oral, written or electronic (such as through the Internet or e-mail) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of

violence on school property; or, (b) results in material or substantial disruption to the educational environment

8) Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for their physical well-being

E. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include but not limited to:

1) Lying, deceiving or giving false information to school personnel. 2)

Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function

3) Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, Facebook, etc.)

4) Discrimination, based on a person's actual or perceived race, age, sexual orientation, weight, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, or disability as a basis for treating another in a negative manner on school property or at a school function

5) Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex

6) Bullying and intimidation, which includes engaging in actions or statements carried out repeatedly over time, that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.

- 7) "Internet bullying" (also referred to as "cyber bullying") including the use of instant messaging, e-mail, Web sites, chat rooms, social networking sites and text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees
- 8) Sexual harassment, which includes unwelcomed sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature
- 9) Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior
- 10) Possessing, or smoking a cigarette or a vape, cigar, pipe or using chewing or smokeless tobacco Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabis, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs"
- 11) Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging prescription and over-the-counter drugs
- 12) Possessing, consuming, selling, attempting to sell, distributing, or exchanging "look-alike drugs"; or, possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances like dietary supplements, weight loss pills, etc.
- 13) Gambling and gaming
- 14) Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner
- 15) Inappropriate public display of affection
- 16) Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher
- 17) Violating gender privacy when using school restroom facilities

F. Engage in misconduct while on a school bus.

It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting, harassment and discrimination will not be tolerated.

- Be at the bus stop 5 minutes before the scheduled pickup time
- Be courteous – no profane language
- No smoking/ vaping/ tobacco/ eating/ drinking
- Keep the bus clean and neat
- Cooperate with the bus driver
- Stay in your seat- driver may assign seats
- Do not stick anything outside the bus
- If you damage it - you will pay to repair it
- You must remain on school grounds after you get off the bus at school

G. Engage in any form of academic misconduct. Examples of academic misconduct include but not limited to:

- 1) Plagiarism – The use or close imitation of the language and ideas of another author and representation of them as one’s own original work. This includes copying from electronic sources on the internet or purchasing work that is not your own, even with minor alterations.
- 2) Cheating
- 3) Copying
- 4) Altering records
- 5) Assisting another student in any of the above actions.

VII. SUBSTANCE ABUSE

The Falconer Central School Board of Education has a Substance Abuse Policy (#7320). The following information outlines general responsibilities and procedures the school follows.

A student shall not possess, use, transmit, sell, conceal, or be under the influence of marijuana, narcotic drugs, hallucinogens, stimulants, alcoholic beverages, vapes, intoxicants, steroids, or any counterfeit substance made to look like a drug of any kind at school, on school grounds, or at any school function.

Any student suspected of violating this policy will be subject to a review of the situation. If a violation of this policy occurs, these procedures will be followed: Appropriate authorities shall NOTIFY THE PARENTS, and REFER STUDENT TO POLICE or JUVENILE AUTHORITIES in all cases of violation involving POSSESSION, USE, CONCEALMENT or UNDER THE INFLUENCE. The student shall receive proper disciplinary action according to the Falconer Code of Conduct.

Every effort will be made by the Referral Team to contact parents/guardians as soon as possible after suspension is enacted. Parents/Guardians will be given a handout at the time of suspension outlining follow-up procedures.

The student shall be referred to the school Referral Team, which will consist of the building nurse, guidance counselor, and other school personnel, for a recommendation for further action, if necessary. A decision will be made within 3 school days after disciplinary action is completed.

In all cases, REPEATED VIOLATION BY ANY INDIVIDUAL STUDENT INVOLVING POSSESSION, USE, CONCEALMENT, OR BEING UNDER THE INFLUENCE, THE PARENTS SHALL BE NOTIFIED IMMEDIATELY, AND THE STUDENT WILL BE REFERRED TO THE POLICE OR JUVENILE AUTHORITIES.

VIII. SMOKING ON SCHOOL PREMISES

Board policy #5640 provides for a smoke-free campus.

In compliance with the Pro-Children Act of 1994, and in an effort to promote good health, the Falconer Central School Campus shall be "SMOKE FREE". Under this policy, smoking ANYWHERE on school property is strictly prohibited. This includes ALL athletic fields, buildings and grounds.

Persons, other than students, found smoking/vaping on school property will be considered in violation of the rules and regulations for maintenance of public order on premises in buildings of the Falconer Central School District.

IX. DISCIPLINARY PENALTIES, PROCEDURE AND REFERRALS

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self discipline. Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age
2. The nature of the offense and the circumstances, which led to the offense
3. The student's prior disciplinary record
4. The effectiveness of other forms of discipline
5. Information from parents, teachers and/or others, as appropriate
6. Other extenuating circumstances

As a general rule, discipline will be progressive. This means that a student's first violation may merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education.

Discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to their disability.

A. Penalties

Students who are found to have violated the district's code of conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Oral warning – any member of the district staff
2. Written warning – any member of the district staff
3. Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, principal, superintendent
4. Detention – teachers, principal, superintendent
5. Suspension from transportation – principal, superintendent
6. Suspension from athletic participation – A.D., coaches, principal, superintendent
7. Suspension from social or extracurricular activities – principal, superintendent
8. Suspension of other privileges – principal, superintendent
9. In-school suspension – principal, superintendent
10. Removal from classroom by teacher – teachers, principal
11. Short-term (five days or less) suspension from school – principal, superintendent, Board of Education
12. Long-term (more than five days) suspension from school – superintendent, Board of Education
13. Permanent suspension from school – superintendent, Board of Education

B. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct.

All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty. Students who are to be given penalties other than an oral warning, written warning or written notification to their

parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

Detention

- Teachers, principals and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

Suspension from transportation

- If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that their child gets to and from school safely.
- Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

Suspension from athletic participation, extra-curricular activities and other privileges

- A student subjected to a suspension from athletic participation, extracurricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parents will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

In-school suspension

- The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension."
- A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parents will be provided with a reasonable opportunity for an

informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

Teacher disciplinary removal of disruptive students

·A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher will 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 their composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in another classroom; (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; (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 the code. On occasion, a student's behavior may become disruptive. For purposes of the code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

·A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only. If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why they are being removed. The student will be given an opportunity to explain their version of the relevant events before the student is removed and only after the informal discussion may a teacher remove a student from class. Only after the informal discussion may a teacher remove a student from class.

·If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why they were removed from the classroom and give the student a chance to present their version of the relevant events within 24-hours or the next school day. The teacher must complete a district-established disciplinary removal form and meet

with the principal or their designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal forms. 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 that the student has been removed from class and why. The notice must also inform the parent that they have 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, or some other means to 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 or the second school day following 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:

·The charges against the student are not supported by substantial evidence. ·The student's removal is otherwise in violation of law, including the district's code of conduct.

·The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

·The principal or their 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.
- Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from their class. The principal must keep a log of all removals of students from class.
- 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 their class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

Suspension from school

- Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.
- The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals.
- Any staff member may recommend to the superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.
- The superintendent or principal, upon receiving a recommendation or referral for suspension, or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

Short-term (5 days or less) suspension from school

- When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents.

- The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. The parents shall in the dominant language or mode of communication use both the notice and informal conference. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.
- The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.
- After the conference, the principal shall promptly advise the parents in writing of their decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent's decision, they must file a written appeal to the Board of Education with the district clerk within 10 business days of the date of the superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

Long-term (more than 5 days) suspension from school

- When the superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against them and the right to present witnesses and other evidence on their behalf.
- The superintendent shall personally hear and determine the proceeding or may, in their discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before them. A record of the hearing shall be maintained, but no stenographic transcript

shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

- An appeal of the decision of the superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the district clerk within 10 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances preclude them from doing so. The Board may adopt in whole or in part the decision of the superintendent. Final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

Permanent suspension

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well being of other students, school personnel or any other person lawfully on school property or attending a school function.

C. Minimum Periods of Suspension

Students who bring a weapon to school

- Any student, other than a student with a disability, found guilty of bringing a weapon onto school property would be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following: The student's age., The student's grade in school., The student's prior disciplinary record., The superintendent's belief that other forms of discipline may be more effective., Input from parents, teachers and/or others., Other extenuating circumstances.

- A student with a disability may be suspended only in accordance with the requirements of state and federal law.

Students who commit violent acts other than bringing a weapon to school

- Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an

informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one year suspension for possessing a weapon. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher's authority over the classroom

- Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of this code of conduct, "is repeatedly substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension.

- If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling

2. PINS Petitions

The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.

- b. Engaging in an ongoing or continual course of conduct, which makes the student ungovernable or habitually disobedient, and beyond the lawful control.

c. Knowingly and unlawfully possessing marijuana in violation of Penal Law §221.05. A single violation will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court: a. Any student under the age of 16 who is found to have brought a weapon to school, or

b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42) The superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

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 enjoy 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. The 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. DANGEROUS WEAPONS IN SCHOOL

No student shall bring or possess any “firearm” as defined in federal law on school premises (including school buildings and grounds, District vehicles, school settings, and/or school sponsored activities under the control and supervision of the District regardless of location). For purposes of this policy, the term “firearm” includes 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; or any “destructive device” (e.g., any explosive, incendiary, or poison gas, including bombs, grenades, rockets or other similar devices). The term does not include a rifle that the owner intends to use solely for sporting, recreational or cultural purposes; antique firearms; or Class C common fireworks.

In accordance with the Gun-Free School Act of 1994, a student found guilty of bringing a firearm, as defined in federal law, onto school property after a hearing has been provided pursuant to section 3214 of the Education law

will be subject to at least a one-year suspension from school.* However, after this penalty has been determined, the Superintendent of Schools will review the penalty and may modify such suspension on a case-by-case basis. If the superintendent believes a one-year suspension penalty to be excessive, they may modify the penalty based on criteria including but not limited to: The age of the student; The student's grade in school; The student's prior disciplinary record; The superintendent's belief that other forms of discipline may be more effective; Input from parents, teachers and/or others; and, Other extenuating circumstances.

New York State Peace Officers and Police Officers are the only people permitted on school property to have a weapon in their possession.

*Federal law requires at least a one-year suspension from school for any student who is found to have brought a firearm to school, however, the law permits and the Association strongly recommends that the Superintendent of Schools review each such case to determine if the penalty should be modified. This determination must be made on a case by-case basis.

XII. DISSEMINATION AND REVIEW

Dissemination of Code of Conduct

The Board will work to ensure the community is aware of this Code of Conduct by:

- 1) Providing a public hearing prior to Board approval.
- 2) Providing copies of a summary of the Code to all students, in an age-appropriate, plain-language version, at a general school assembly held at the beginning of each school year.
- 3) Making copies of the Code available to all parents at the beginning of the school year.
- 4) Providing 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.
- 5) 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.
- 6) Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- 7) Making copies of the Code available for review by students, parents and other community members and providing opportunities to review and discuss this Code with the appropriate personnel.

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, via a committee of representative stakeholders, 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 District shall post the complete Code of Conduct (with all amendments and annual updates) on the District's website, if available. The District shall file a copy of its Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (ACCEPTABLE USE POLICY)

The Board of Education will provide access to various computerized information resources through the District's computer system ("DCS" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

This policy is intended to establish general guidelines for the acceptable student use of the DCS and also to give students and parents/guardians notice that student use of the DCS will provide student access to external computer networks not controlled by the School District. The District cannot screen or review all of the available content or materials on these external computer networks. Thus some of the available content or

materials on these external networks may be deemed unsuitable for student use or access by parents/guardians.

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events. Parents and guardians must be willing to establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The appropriate/acceptable use standards outlined in this policy apply to student use of technology via the DCS or any other electronic media or communications, including by means of a student's own personal technology or electronic device on school grounds or at school events.

The District is not responsible for any theft, loss, or damage of the student's personal device. Nor is the District responsible for any financial charges accrued through the use of the device on school property, or during school activities, including but not limited to data usage and texting charges.

Standards of Acceptable Use

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage.

Administrative regulations will further define general guidelines of appropriate student conduct and use as well as prescribed behavior.

District students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the District's school conduct and discipline policy and the District Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The Computer Coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should **NOT** expect that information stored on the DCS will be private.

Notification

The District's Acceptable Use Policy and Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCS.

"Affirmative Consent" (Opt-in) Student use of the DCS is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the District Office.

Regulations will be established as necessary to implement the terms of this policy.

******When a student brings their own internet capable device onto Falconer Central School District Property, the student and their parent(s) and/or guardian(s) are responsible for all content on that device. If there is any content on the student device that is deemed offensive or inappropriate, the student and their parent(s) and/ or guardian(s) are solely accountable for all legal and financial ramifications.

THE CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT FILTERING/SAFETY POLICY 8271

In compliance with The Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. The District will provide for the education of students regarding appropriate on-line behavior including interacting with other individuals on social networking Web sites and in chat rooms, and regarding cyber bullying awareness and response. Further, appropriate monitoring of online activities of minors, as determined by the

building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

Further, the Board of Education's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the schools including the selection of appropriate teaching/ instructional materials and activities to enhance the schools' programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/ program supervisor, will be provided to ensure compliance with the CIPA. In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web may include, but shall not be limited to, the following guidelines:

- Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail, chat rooms, as well as social networking Web sites, may be blocked as deemed necessary to ensure the safety of such students;
- Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;
- In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal information regarding such students.
- The determination of what is "inappropriate" for minors shall be determined by the District and/or designated school official(s). It is acknowledged that the determination of such "inappropriate" material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measure," "sexual act," and "sexual contact" will be

as defined in accordance with CIPA and other applicable laws/regulations as may be appropriate and implemented pursuant to the District's educational mission.

*Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the School District. The School District shall provide certification, pursuant to the requirements of CIPA, to document the District's adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all School District computers with Internet access.

Internet Safety Instructions

In accordance with New York State Education Law, the School District may provide to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet. The Commissioner shall provide technical assistance to assist in the development of curricula for such courses of study which shall be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information and support to aid in the safe usage of the Internet.

Under the Protecting Children in the 21st Century Act, students will also be educated on appropriate interactions with other individuals on social networking Web sites and in chat rooms, as well as cyber-bullying awareness and response.

Access to Inappropriate Content/Material and Use of Personal technology or Electronic Devices

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events.

The District is not responsible for inappropriate content or material accessed via a student's own personal technology or electronic device or via unfiltered Internet connection received through a student's own personal technology or device.

Consent for Student Use

The District's Acceptable Use Policy and accompanying Regulations will be given to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.

"Affirmative Consent" (Opt-in) Student use of the DCS is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the District Office.

Notification

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Safety/Internet Content Filtering Policy prior to Board adoption. Additional public notice and a hearing or meeting is not necessary when amendments are made to the Internet Safety Policy in the future.

The District's Internet Safety/Internet Content Filtering Policy must be made available to the FCC upon request. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of this policy as well as any other District policies relating to the use of technology.

The Internet Safety/Internet Content Filtering Policy is required to be retained by the school for at least five (5) years after the funding year in which the policy was relied upon to obtain E-rate funding.

Pesticide Notification

New York State Education Law Section 409-H, effective July 1, 2001, requires all public and nonpublic elementary, and secondary schools to provide written notification to all persons in parental relation, faculty, and staff regarding the potential use of pesticides periodically throughout the school year.

The Falconer Central School District is required to maintain a list of persons in parental relation, faculty, and staff who wish to receive 48-hour prior written notification of certain pesticide applications. The following pesticide applications are not subject to prior notification requirements:

A school remains unoccupied for a continuous 72 hours following an application;

- Anti-microbial products;

- Nonvolatile rodenticides in tamper resistant bait stations in areas inaccessible to children;

- Nonvolatile insecticidal baits in tamper resistant bait stations in areas inaccessible to children;

- Silica gels and other nonvolatile ready-to-use pastes, foams, or gels in areas inaccessible to children;
- Boric acid and disodium octaborate tetrahydrate;
- the application of EPA designated biopesticides;
- the application of EPA designated exempt materials under 40CFR152.25;
- the use of aerosol products with a directed spray in containers of 18 fluid ounces or less, when used to protect individuals from an imminent threat from stinging and biting insects, including venomous spiders, bees, wasps, and hornets.

In the event of an emergency application necessary to protect against an imminent threat to human health, a good faith effort will be made to supply written notification to those on the 48-hour prior notification list. If you would like to receive 48-hour prior notification of pesticide applications that are scheduled to occur in your school, please complete the form below and return it to David Micek, Falconer Central School District pesticide representative at 2 East Avenue, Falconer, NY 14733

<ONLY ONE REQUEST PER FAMILY IS NEEDED>

Falconer Central School Request for Pesticide Application Notification

(please print)

Building: HS/MS Fenner Temple All (please circle)

Name of parent/guardian: _____(please print)

Signature of parent/guardian: _____

Address: _____

Day Ph: _____ Evening Ph: _____

Please feel free to contact David Micek, Falconer Central School District pesticide representative at 716-665-6624, option 7, or fax 716-665-9265, for further information.

*Written notification must be provided to all persons in parental relation and staff at the following intervals throughout the school year; at the beginning of the school year; within two school days of the end of winter recess; within two school days of the end of spring recess; and within ten days of the end of the school year.