



Greene Central School NEWSLETTER

Volume XXXIX, Number 1

Fall 2018

Superintendent's Message Fall 2018

Welcome to the start of the 2018-2019 school year. I hope your summer has been filled with family activities, while enjoying the great outdoors. It is always amazing how fast summer concludes and our thoughts turn to preparing for the start of school.

I have always loved the excitement a new year brings. The welcoming of new faculty members, new students and parents, each wanting to achieve great things. All hoping to be part of a team that will highly influence our students.

Teachers are busily participating in summer workshops to improve the instructional opportunities for students. The goal is to improve student learning. We want to help students to advance—critical thinking, knowledge, skills, and their ability to perform.

The processes we see in the classroom are a direct result of the hours of dedication of all staff in our district. The achievement of our students represents the individual success stories of teachers, administrators, custodians, bus drivers, cafeteria workers, and support staff. All take the time, every day, to positively affect our students.

Each year brings the promise of a new beginning, a promise of what is before us. We strive to present opportunities for our school to grow closer together, to promote a positive school culture where our students can become independent, responsible and productive citizens.

It is my privilege to welcome students to another wonderful school year. I look forward to seeing families and students very soon!

We wish you the best for a successful and rewarding school year.

Gordon Daniels
Interim Superintendent of Schools

Marching Band



Drum Major Vicki Fleury leads the band in the Memorial Day Parade on May 28, 2018.



GCS Marching Band after the Sherburne Pageant on June 2, 2018. The marching band placed 3rd this year out of six bands in their class. 32 schools participated in the three-day pageant this year.

Important Newsletter Information

Please be advised that this issue will be the *ONLY* printed issue of our newsletter this year. In an effort to reduce costs, we have changed our Newsletter to an electronic format. You may access the current and past newsletters on our web page at www.greenecsd.org. This change provides a significant cost savings in printing and postage. We will continue to print and mail all district budget materials as required by law. We urge everyone to visit our web page frequently to keep apprised of important events at Greene Central School.

Top Three Seniors

Greene Central High School proudly announces its Valedictorian, Salutatorian, and Superintendent's Award recipient for the graduating Class of 2018. It is with great pleasure that the high school recognizes **Haley Ranae DeJager** as its Valedictorian, **Faith Allison Doll** as its Salutatorian, and **Gloria Elsie Stracquadanio** as its Superintendent's Award recipient for the 2018 senior class.

HALEY RANA DEJAGER



Haley Ranae DeJager, daughter of Henry and Irene DeJager, is the Valedictorian of the Class of 2018. Haley has participated in several sports and extracurricular activities throughout her high school career. She has been a member of the Varsity Soccer and Track teams for four years, serving as captain of the soccer team for the last two years and captain of the track team this year. Along with these leadership positions, she is also the President of the Class of 2018. Haley has been an active member of chorus throughout high school, Student Council her junior and senior year, prom committee her junior year, and National Honor Society her senior year.

In addition to receiving the honor of Valedictorian, Haley also attended the Girls' Leadership Day at the New York State Capitol in 2017. Her academic honors include receiving Faculty Key Awards for Global History and US History, the St. Michael's College Book Award, and the Elmira College Key Award. In athletics, Haley is a two-time MAC Scholar-Athlete and a two-time MAC Soccer Second Team All Star; in 2017, she was named Most Valuable Defensive Player for Varsity Soccer; in 2018, she was a Track and Field State Qualifiers participant and a Section 4 Class D champion in the 4x400 meter relay. In the fall, Haley will attend Houghton College, currently as an undeclared major, continuing her track and field career.

FAITH DOLL



Faith Doll, daughter of Jill and John Doll, is the Salutatorian of the Class of 2018. Faith has participated in many activities and clubs throughout her high school career. These include the swim team, chorus, Footlights, and Envirothon. She has served as both the Treasurer and the President of Interact, and is currently serving as the Secretary of Student Council. She has been a member of

Honor Society since 10th grade, and is now filling the position of Treasurer.

Faith is presently a member of the New Visions Allied Health program as well. Outside of school, she has been dancing for 14 years. Faith plans to attend Stony Brook University in the fall, where she will be majoring in biology along the pre-med track.

GLORIA ELSIE STRACQUADANI



Gloria Elsie Stracquadanio, daughter of Gary and Susan Stracquadanio, is the recipient of the Superintendent's Award for the Class of 2018. Gloria has participated in many extracurricular activities and sports throughout all her years of high school. She has been a member of Varsity Volleyball for one year, and a member of the Varsity Track & Field team for four years. She has been an active member of Student Council and Footlights since 9th grade, Interact since 11th grade, and Envirothon and National Honor Society since 10th grade. She has also been a representative on the Greene Community Scholarship Fund student board, and the 2017 Prom Committee. She has had the honor to serve the positions of Vice President of the Class of 2018 for all her years of high school, Historian of National Honor Society, and Vice President of Envirothon. Gloria was additionally chosen to attend the Girl's Leadership Day at the NYS Capitol in 2017 and the 2016 Leadership Conference at Bainbridge High School.

She has received academic honors including the Faculty Key Award for Global Studies in 2016, the 2017 University of Rochester Frederick Douglass and Susan B. Anthony Leadership Award, the 2018 Frank G. Paul Medal of Excellence for Math and Science, and was honored to be recognized at the 2018 SUNY Oneonta Business and Education Partnership Scholar Recognition ceremony this past month. Gloria has also been commended as a five-time MAC Scholar Athlete for the Varsity Volleyball and Track and Field teams, and has served as a team captain for her senior year on track. In the fall, Gloria plans to attend SUNY Broome to pursue a career in Nursing.

Congratulations to Haley, Faith and Gloria. We salute your achievements.

Best Wishes!

Annual Notification

NOTICE TO PARENTS AND ELIGIBLE STUDENTS OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT.

To: Parents and Eligible Students of Greene Central School District

You are notified that you have the following rights in relation to student records:

1. The right to inspect and review a student's education records.
2. The school district shall limit the disclosure of information contained in the student's education records except: (a) by prior written consent of the student's parents or an eligible student, (b) directory information, or (c) under certain limited circumstances, as permitted by FERPA.
3. The right of a student's parents or an eligible student to seek to correct parts of the student's education records which he or she believes to be inaccurate, misleading or in violation of the student's rights. These rights include the right to a hearing to present evidence that the records should be changed if the district decides not to alter it according to the parents' or an eligible student's request.
4. The right of any person to file a complaint with the Department of Education if the school district violates FERPA.
5. If either a student's parents or an eligible student desires to obtain copies of the policy pertaining to student records, notification should be presented to the appropriate Building Principal, Greene Central School District, Greene, NY 13778.

You are further advised that you have the following rights:

1. The right to exercise a limited control over other people's access to the student's education records;
2. The right to exercise a limited control over other people's access to the student's education records;
3. The right to seek and correct the student's education records, in a hearing if necessary;
4. The right to report violations of the FERPA to the Department of Education; and
5. The right to be informed about FERPA rights.

All rights and protections given to parents under the FERPA and this policy transfer to the student when he or she reaches age 18 or enrolls in a post-secondary school. The student then becomes an "eligible student."

DIRECTORY INFORMATION

The school district proposes to designate the following personally identifiable information contained in the student's education records as "directory information," and it will disclose that information without prior written consent:

1. The student's name;
2. The name of the student's parents
3. The student's address;
4. The student's telephone number;
5. The student's date of birth;

6. The student's class designation (e.g., first grade, tenth grade, and the like);
7. The student's extra curricular participation;
8. The student's achievement awards or honors;
9. The student's weight and height, if a member of an athletic team;
10. The student's photograph; and
11. The school or school district the student attended before he or she enrolled in the school district.

You have two weeks to advise the school district, in writing, directed to the office of the school superintendent, of any and all items which you refuse to permit the district to designate as directory information about the student.

TITLE IX, SECTION 504 NOTICE

The Greene Central School District hereby advises students, parents, employees and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to sex, race, color, national origin or handicap.

Inquiries regarding this nondiscrimination policy may be directed to: Title IX Coordinator or Section 504 Compliance Officer, Greene Central School, Greene, NY 13778. (607) 656-4161.

STUDENT ACCIDENT INSURANCE

Greene Central School is one of twelve schools participating in the Delaware-Chenango-Madison-Otsego BOCES sponsored accident insurance program. It is underwritten by the Insurance Company of North America, a division of CIGNA, and is administered by the Allen J. Flood Companies, Inc.

The 2018-2019 program covers your child for all school sponsored and supervised activities, including travel directly to and from such activities. When accident medical expense is incurred as a result of a school activity, you will be reimbursed on a reasonable and customary basis up to the policy limit of \$15,000. It is important that you familiarize yourself with the coverage, benefits and limits your district's plan provides. Benefits are paid in excess of your child's primary insurance plan.

ANNUAL NOTICE TO BUILDING OCCUPANTS AND PARENTS

In accordance with the EPA Asbestos Hazard Emergency Response Act and the New York State School Asbestos Safety Act, this district has been inspected for asbestos containing material. A record of the inspection report, diagram(s) of the location(s) of asbestos containing materials, and other pertinent information contained in the school's asbestos management plan are available for review in the business office. For further information, please contact the District Office at 656-4161, ext. 247.

Policy #39—CODE OF CONDUCT

I. INTRODUCTION

The board of education (“board”) is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

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

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

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

II. DEFINITIONS

For purposes of this code, the following definitions apply.

Bullying is when someone repeatedly and purposely says or does mean and hurtful things to another person who has a hard time defending him or herself.

Cyber-bullying refers to any harassment/bullying, on or off school property, which occurs via the internet, cell phones or other electronic devices.

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 (Education Law §11[4] and Executive Law §292[21]).

Disruptive student means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom or interferes with a bus driver’s ability to safely operate a school bus.

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 persons involve direct student contact (Education Law §§11[4] and 1125[3]).

Gender means actual or perceived sex and shall include a person’s gender identity or expression (Education Law §11[6]).

Harassment means the creation of a hostile environment by conduct, with or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; the harassing behavior may be based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation or gender (identity or expression) (Education Law §11[7]).

Hazing is a form of harassment which involves committing an act against a student or coercing a student into committing an act that creates a risk of or causes emotional, physical, psychological harm to a person,

in order for the student to be initiated or affiliated with a student or other organization, or for any other purpose. Consent or acquiescence is no defense to hazing: i.e., the implied or expressed consent of a person or persons to hazing shall not be a defense to discipline under this policy.

Parent means parent, guardian or person in parental relation to a student.

School Bus means every motor vehicle owned by a public or governmental agency or private school 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 (Education Law §11[1] and Vehicle and Traffic Law §142).

School Function means any school-sponsored extra-curricular event or activity.

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 (Education Law § 11[1]).

Sexting refers to an act of sending sexually explicit photos, images, text messages, or e-mails by using a cell phone or other electronic device.

Sexual Orientation means actual or perceived heterosexuality, homosexuality or bisexuality (Education Law §11[5]).

Violent Student means a student under the age of 21 who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

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

III. STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

The district is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all district students have the right to:

1. Take part in all district activities on an equal basis regardless of race, color, ethnic group, national origin, religion, gender, sexual orientation, disability or weight.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.

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3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

IV. ESSENTIAL PARTNERS

A. Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the district.
9. Build good relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.
13. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

B. Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
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:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines

- d. Expectations for students
- e. Classroom discipline plan.

6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

C. Guidance Counselors

All Guidance Counselors are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
2. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
3. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
4. Regularly review with students their educational progress and career plans.
5. Provide information to assist students with career planning.
6. Encourage students to benefit from the curriculum and extracurricular programs.
7. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

D. Administrators

All Administrators are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
3. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
4. Evaluate on a regular basis all instructional programs.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

F. Staff (Cafeteria, Coaching, Custodial, Transportation and Support)

All District Staff are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
2. Promote a safe, orderly and stimulating school environment.
3. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

G. Superintendent

The Superintendent of Schools is expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
 2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
 3. Review with district administrators the policies of the board of education and state and federal laws relating to school operations and management.
 4. Inform the board about educational trends relating to student discipline.
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5. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
6. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

H. Board of Education

The Board of Education is expected to:

1. Collaborate with student, teacher, administrator, 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. Adopt 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. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

V. DIGNITY FOR ALL STUDENTS ACT

A. Dignity Act Coordinators

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

The designation of each Dignity Act Coordinator shall be approved by the Greene Central School District Board of Education.

The name(s) and contact information for the Dignity Act Coordinator(s) shall be shared with all school personnel, students, and persons in parental relation, which shall include, but is not limited to, providing the name, designated school and contact information of each Dignity Act Coordinator by:

Listing such information in the code of conduct and updates posted on the Greene Central Schools District website.

Including such information in the plain language summary of the code of conduct provided to all persons in parental relation to students before the beginning of each school year, pursuant to 8 NYCRR 100.2(1)(2)(iii)(b)(3);

Include such information in at least one district or school mailing per school year to parents and persons of parental relation and, if such information changes, in at least one subsequent district or school mailing as soon as practicable thereafter;

Posting such information in highly-visible areas of school buildings; and

Making such information available at the district and school-level administrative offices.

In the event a Dignity Act Coordinator vacates his or her position, another school employee shall be immediately designated for an interim appointment as Coordinator, pending approval of a successor Coordinator by the applicable governing body as set forth in subparagraph (i) of this paragraph within 30 days of the date the position was vacated. In the event a Coordinator is unable to perform the duties of his or her position for an extended period of time, another school employee shall be immediately designated for an interim appointment as Coordinator, pending return of the previous Coordinator to his or her duties as Coordinator.

B. Dignity for All Training

Commencing in the 2012-13 school year and continuing in each school year thereafter, the following Dignity for All school employee training program regulations are to be implement in effort to promote a positive school environment that is free from discrimination and harassment and to discourage and respond to incidents of discrimination and/or harassment on school property or at a school function.

Training is to be conducted for all instructional and non-instructional employees of the Greene Central School District.

Training is to raise awareness and sensitivity to potential acts of discrimination or harassment directed at students by students or school employees on school property or at school functions; including by not limited to, discrimination or harassment based on a person's actual or

perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex.

Training is to raise awareness and sensitivity to potential acts of discrimination and harassment through cyberbullying/texting.

Training is to enable employees to prevent and respond to incidents of discrimination and harassment

Training is to include guidelines relating to the development of nondiscriminatory instructional and counseling methods.

Training is to be conducted as needed and may be implemented and conducted in conjunction with existing professional development.

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.

A student's dress, grooming and appearance shall:

- Be safe, appropriate and not disrupt or interfere with the educational process.
- Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate.
- Ensure that underwear is completely covered with outer clothing.
- Include footwear at all times. Footwear that is a safety hazard will not be allowed.
- Not include the wearing of hats in the classroom except as a part of a work uniform or for a medical, religious, or approved educational purpose. Hats worn to school must be removed and put in locker during regular school hours.
- Not include items that are vulgar, obscene, libelous or denigrate others on account of race, color, religion, ethnic group, national origin, gender, sexual orientation, disability or weight.
- Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.
- Long Pants:
 1. The student may wear long pants that:
 - a. Are composed of intact and opaque fabric.
 - b. Fit at the waist, with or without a belt.
 - c. Fit appropriately.
 - d. Meet the safety requirements set forth by specific student activities (i.e., shop, laboratories).
 2. The student may not wear long pants that:
 - a. Extend longer than the bottom of the heel of the shoe; however, pants may be folded over or under, pinned, or otherwise fastened with tape, stapled, or sewn to meet the appropriate length.
 - b. Are oversized or excessively bagging (only a maximum of five inches of fabric pulled from thigh).
 - c. Are tight or snug.
 - d. Are cargo pants or otherwise have large, deep pockets.

Rationale: Long pants must fit appropriately to avoid injury (i.e., falls, circulatory compromise), to prevent distractions which impede the educational process, and to deter student violence through use of concealed weapons.

• Shorts/Skirts:

1. The student may wear shorts/skirts that:
 - a. Are constructed of intact and opaque fabric.
 - b. Fit at the waist, with or without the use of a belt.
 - c. Fit appropriately.
 - d. Meet the requirements set forth by specific student activities (i.e., shop, laboratories)
2. The student may not wear shorts or skirts that:
 - a. Are oversized or excessively baggy.
 - b. Are snug or tight.
 - c. Have large, deep pockets.

- d. Have a slit(s) or length that extends further up than approximately mid-thigh.

Rationale: To allow for range of motion for daily activities without causing distractions in the school environment, to decrease the possibility of concealed weapons in large, deep pockets or concealed under oversized clothing. Skirts must fit appropriately to avoid injury (i.e., falls, circulatory compromise).

- Shirts/Sweaters/Sweatshirts:
 1. The student shall wear a shirt that:
 - a. Is intact and constructed of opaque fabric.
 - b. Fits appropriately.
 - c. Is a T-shirt, button-front or polo-style shirt.
 - d. Is long enough to be tucked in.
 - c. Meets the requirements of specific student activities (i.e., shop, laboratories)
 2. The student shall not wear a shirt that:
 - a. Is snug or tight.
 - b. Is oversized or bagging.
 - c. Is an undershirt, halter top or a muscle shirt.
 - d. Exposes the midriff.

Rationale: To provide protection of shoulders, arms and upper torso during daily activities, to avoid distractions in the educational environment and to preclude student violence through use of concealed weapons.

- Dresses:

Students may wear dresses that meet the descriptions of shirts and skirts listed above (same rationale).
- Miscellaneous:

The following are prohibited:

 - wallet chains.
 - sunglasses or tinted eye wear are not to be worn inside school buildings
 - spiked collars, choke chains or other dangerous jewelry.

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

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

This dress code, while directed specifically at students, will be in force for all members of the school community. This includes visitors, parents or anyone conducting business at the school.

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 grow in self-discipline.

The board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. 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 and who violate these school rules will be required to accept the penalties for their conduct.

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:

1. Running in hallways.
 2. Making unreasonable noise.
 3. Using language or gestures that are profane, lewd, vulgar or abusive.
 4. Obstructing vehicular or pedestrian traffic.
 5. Engaging in any willful act which disrupts the normal operation of the school community.
 6. 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.
 7. Computer/electronic communications misuse, including any unauthorized use of computers, cell phones, two way radios, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
- B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include:
 1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
 2. Lateness for, missing or leaving school without permission.
 3. Skipping detention.
 - C. Engage in conduct that is disruptive. Examples of disruptive conduct include:
 1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
 - D. Engage in conduct that is violent. Examples of violent conduct include:
 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 school property or at a school function.
 4. Displaying what appears to be a weapon.
 5. Threatening to use any weapon.
 6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
 7. Intentionally damaging or destroying school district property.
 - E. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include:
 1. Lying 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.
 4. Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner.
 5. Harassment or illegal discrimination, which includes the use of race, color, weight, creed, national origin, ethnic group, religion, religious practice, sex, gender, sexual orientation or disability as a basis for treating another in a negative manner.
 6. Bullying
 7. Cyber-bullying
 8. Sexting
 9. Intimidation, which includes engaging in actions or state-

ments that put an individual in fear of bodily harm.

10. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
 11. Selling, using or possessing obscene material.
 12. Using vulgar or abusive language, cursing or swearing.
 13. Smoking or possession of a cigarette, cigar, pipe or using chewing or smokeless tobacco on school property.
 14. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia, synthetic cannabinoid products and any substances commonly referred to as "designer drugs."
 15. Inappropriately using or sharing prescription and over-the-counter drugs.
 16. Gambling.
 17. Indecent exposure that is a voluntary exposure to sight of the private parts of the body.
 18. Initiating a report warning of fire, bomb threat, or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
- 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 will not be tolerated.
- G. Engage in any form of academic misconduct. Examples of academic misconduct include:
1. Plagiarism.
 2. Cheating.
 3. Copying.
 4. Altering records.
 5. Assisting another student in any of the above actions.
- H. Off campus & non-school day misconduct- Students may be disciplined for violations of school district policies and the Code of Conduct when there is a connection to or impact, effect on school students, personnel, activities, functions or property.

Examples of misconduct include but are not limited to: cyber-bullying, sexting, threatening or harassing students or school personnel through the use of electronic devices.

VII. REPORTING VIOLATIONS

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the building principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent.

All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

All students are expected to promptly report instances of bullying (verbal, physical, cyber-bullying), harassment, discrimination or hazing on school property or at a school function immediately to proper school personnel.

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

VIII. DISCIPLINARY PENALTIES, PROCEDURES 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 will usually 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 and 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 his/her disability.

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

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 - bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, principal, superintendent
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 - director of transportation, principal, superintendent
6. Suspension from athletic participation - coaches, principal, superintendent
7. Suspension from social or extracurricular activities - activity director, principal, superintendent
8. Suspension of other privileges - principal, superintendent

9. In-school supervision - 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 - principal, superintendent, board of education
13. Permanent suspension from school - superintendent, board of education.

B. Disciplinary and Remedial Options

The district emphasizes the creation and maintenance of a positive learning environment for all students. Measured, balanced, and age-appropriate responses, remedies and procedures focusing on intervention and education are needed to maintain the desired learning climate. Remedial responses which may be utilized include:

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

Beyond these individual-focused remedial responses, school-wide or environmental remediation also be an important tool to address behavioral concerns. Environmental remediation strategies may include:

- Supervisory systems which empower school staff with prevention and intervention tools to address behavioral concerns;
- School and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- Adoption of research-based, systemic programs;
- Modification of schedules;
- Adjustment in hallway traffic and other student routes of travel;
- Targeted use of monitors;
- Staff professional development;
- Parent conferences;
- Involvement of parent-teacher organizations; and
- Peer support groups.

C. 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.

1. 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. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty.

2. 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 his or her 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.

3. Suspension from athletic participation, extra curricular activities and other privileges

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges 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 district official imposing the suspension to discuss the conduct and the penalty involved.

4. In-school supervision

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 supervision." The in-school supervision staff member will be a certified or licensed employee. A student subjected to an in-school supervision 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 district official imposing the in-school supervision to discuss the conduct and the penalty involved.

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

On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules. A classroom teacher may remove a disruptive student from class for 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 he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed.

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 he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.

The teacher must complete a district-established disciplinary removal form and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

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

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

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

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

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

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

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

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

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circum-

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

6. 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.

a. 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 in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the 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. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. 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 his or her 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 superintendents' 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.

- b. 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 him or her and the right to present witnesses and other evidence on his or her behalf. The superintendent shall personally hear and determine the proceeding or may, in his or her 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 him or her. 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 precluded 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.
- c. 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.

D. Minimum Periods of Suspension

1. 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 will 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:
 1. The student's age.
 2. The student's grade in school.
 3. The student's prior disciplinary record.
 4. The superintendent's belief that other forms of discipline may be more effective.
 5. Input from parents, teachers and/or others.
 6. Other extenuating circumstances.
A student with a disability may be suspended only in accordance with the requirements of state and federal law.

2. 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.
3. 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, "repeatedly is 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, or three or more occasions during a trimester. 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.

E. Referrals

1. Counseling
The Guidance Office shall handle all referrals of students to counseling.
2. PINS Petitions
The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:
 - a. Being habitually truant and not attending school as required by part one 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 of the school.
 - c. Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05. A single violation of § 221.05

- will be a sufficient basis for filing a PINS petition.
3. Juvenile Delinquents and Juvenile Offenders
The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:
 - a. Any student under the age of 16 who is found to have brought a weapon to school, or
 - b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §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.

IX. ALTERNATIVE INSTRUCTION

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

X. CORPORAL PUNISHMENT

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden.

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

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

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

XI. STUDENT SEARCHES AND INTERROGATIONS

The board of education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the board authorizes the superintendent, building principals, the school nurse and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or

she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks and other School Storage Places

The District retains the right to conduct random locker searches to further the special needs of school security, to ensure the safety of students, faculty and staff and to prevent disruptions to the learning environment. Additionally, the district recognizes the deterrent effect that these searches have. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Police Involvement in Searches and Interrogations of Students

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

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

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

C. Child Protective Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school district official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if not he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject

to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

XII. VISITORS TO THE SCHOOLS

The board encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors must sign the visitors book at the front entrance. If no one is there, the visitor must report to the Main Office to sign in. Anyone visiting a secondary student must first secure permission from the Building Principal. All visitors must be issued and must wear a visitor's identification badge. All visitors must sign out and return the badge upon leaving the premises.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to visit a classroom while school is in session are required to arrange such visits in advance with the principal and classroom teacher(s), so that class disruption is kept to a minimum. Visitation requests are subject to the discretion of the building administrator.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XIII. PUBLIC CONDUCT ON SCHOOL PROPERTY

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including students, teachers and district personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

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

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.

5. Intimidate, harass or discriminate against any person on the basis of race, color, ethnic group, national origin, religion, age, gender, sexual orientation, disability or weight.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles;
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Use profane or lewd language.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.
16. Bring any animal onto the property except as part of the educational process, for safety/security or a guide animal and with approval of an administrator.

B. Penalties

Persons who violate this code shall be subject to the following penalties:

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
4. In the case of a faculty member not having tenure, the superintendent will attend to the violation as agreed upon within the terms of the collective bargaining agreement.
5. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
6. Staff members other than those described in subdivisions 4 and 5. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The building principal or his or her designee shall be responsible for enforcing the conduct required by this code.

When the building principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from

school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The district shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

XIV. DISSEMINATION AND REVIEW

A. Dissemination of Code of Conduct

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

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

The board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. The superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in service programs pertaining to the management and discipline of students.

The board of education will review this code of conduct every year and update it as necessary. In conducting the review, the board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently.

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

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

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

Ref: 8 NYCRR 200.2(b) and (e)
9 NYCRR 200.3
Education Law § 4402

First Reading: May 5, 2004
Second Reading: May 19, 2004
Adopted by Board of Education: May 19, 2004

Code of Conduct Revised by Board of Education:
August 1, 2012
First Revised Reading: August 1, 2012
Second Revised Reading: August 15, 2012
Adopted by Board of Education: August 15, 2012

Revised by Board of Education: June 19, 2013
First Revised Reading: June 19, 2013
Second Revised Reading: July 3, 2013
Adopted by Board of Education: July 3, 2013

Reviewed by Board of Education: February 15, 2017

POLICY # 53

DASA Policy (Cyberbullying)

The Board is committed to providing a school environment that is free from harassment, bullying and discrimination. Harassment, discrimination, intimidation or bullying and acts of cyberbullying, as defined by New York Education Law Article Two and the Regulations of the Commissioner § 100.2 by students, staff or visitors toward students are strictly prohibited. Therefore, in accordance with such laws and regulations, conduct of this nature is subject to discipline in accordance with the District's Code of Conduct and the Internet Safety and Acceptable Use Policies.

Reports of harassment, bullying and discrimination shall be made to the Building Principal***, Superintendent or the Principal's or Superintendent's designee. Students and parents/guardians may make an oral or written report of harassment, bullying or discrimination to District teachers or administrators.

District employees who witness harassment, bullying or discrimination, or who receive an oral or written report of harassment, bullying or discrimination, shall promptly orally notify the Building Principal, Superintendent or the Principal's or Superintendent's designee not later than one school day after such employee witnesses or receives a report of harassment, bullying or discrimination. After oral notification, the District employee shall file a written report with the Building Principal, Superintendent or the Principal's or Superintendent's designee not later than two school days after making the oral report.

The Building Principal, Superintendent or the Principal's or Superintendent's designee shall lead or supervise a thorough investigation of all reports of harassment, bullying or discrimination, and ensure that said investigation is completed promptly after receipt of any written reports made.

In the event an investigation verifies harassment, bullying or discrimination, the District shall take prompt actions reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such harassment, bullying or discrimination was directed. Retaliation against any individual who, in good faith, reports or assists in the investigation of harassment, bullying or discrimination, is strictly prohibited.

Individuals whose behavior is found to be in violation of this policy will be subject to discipline or removal from the premises in accordance with school policy, including the Code of Conduct. If appropriate, individuals may also be referred to law enforcement officials.

The Building Principal shall make a regular report on data and trends related to harassment, bullying and discrimination to the Superintendent.

The Superintendent shall establish procedures and guidelines that will include, but not be limited to, staff training

and professional development, the method of reporting an incident believed to be in violation of this policy, the procedure for investigation and the prohibition of retaliation for reporting an incident. The District shall also provide required instruction supporting development of a school environment free of harassment, bullying and discrimination having an emphasis on discouraging acts of harassment, bullying (including cyberbullying) and discrimination and including instruction in the safe, responsible use of the Internet and electronic communications.

The Board will review this policy from time to time, but no less than annually, and will make any necessary modifications as required by the applicable laws and regulations.

This policy and any amendments or addendums shall be published in the student handbook and on the District website. At least once each school year, the District shall provide all school employees, students and parents or persons in parental relation with a written or electronic copy of this policy and any other policy created by the District in compliance with the Dignity for All Students Act.

If the Superintendent or Principal designates a staff member to receive oral or written reports of harassment, bullying, or discrimination, then the Superintendent or Principal shall publish the name and title of the designee to the school community as an addendum to this policy.

Cross Reference: Anti-discrimination Policy; Sexual Harassment Policy, Code of Conduct; Internet Safety Policy; Acceptable Use Policy; NYS Educ. Law §§ 10-13; 8 NYCRR §100.2.

First Reading: April 5, 2017
Second Reading: April 24, 2017
BOE Adoption: April 24, 2017

Parents' Bill of Rights for Data Privacy and Security

In accordance with Education Law Section 2-d, the Greene Central School District hereby sets forth the following Parents' Bill of Rights for Data Privacy and Security, which is applicable to all students and their parents/legal guardians.

1. A student's personally identifiable information cannot be sold or released for any commercial purposes;
2. In accordance with FERPA, Section 2-d and Board Policy 7640 Student Records; Access and Challenge, parents have the right to inspect and review the complete contents of their child's education record;
3. The District has the following safeguards in place to protect student data, including personally identifiable information stored or transferred by the District:
 - a) All databases that have student information are protected by a secure password and login. These logins are monitored and kept up to date.
 - b) Student information is only accessible by those that are deemed warranted of having the information.

4. The New York State Education Department collects a number of student data elements for authorized uses. A complete list of all student data elements collected by the State is available for public review from the State Education Department. Websites and mailing addresses will be made public when they become available.
5. Parents have the right to submit complaints about possible breaches of student data or teacher or principal APPR data. Any such complaint must be submitted in writing to:

Mr. Gordon Daniels
Int. Superintendent of Schools
Greene Central School District
40 S. Canal Street
Greene, NY 13778

Emergency Management Plans

Dear Parents and Guardians:

As you may be aware, all school districts in New York State must comply with the Commissioner of Education's Regulation 155.13, which requires written annual instructions to parents, students, and staff regarding district emergency management plans. The complete plans are on file and available in the District Office and in each principal's office.

The object of emergency planning is to anticipate problems in dealing with natural and man-made disasters. Depending on the kind and intensity of the disaster, the school may be required to carry out any of the following procedures:

1. *School Cancellation*
2. *Evacuation*
3. *Early Dismissal*
4. *Sheltering*

Sheltering and early dismissal drills are held at least once a year. The Greene Central School District has scheduled its annual test of the early dismissal plan for Friday, October 19, 2018. Students will be released 15 minutes earlier than the normally scheduled time. The students at BOCES programs and other programs off-site will be released even earlier so that all students will leave the high school parking lot at approximately 2:15 p.m.

In the event of a real emergency, procedures may be carried out without advanced notice. Children may be coming home to empty homes or locked doors. Parents should make contingency plans with their children in the event of an emergency, especially if the children require supervision.

Please make appropriate arrangements for the early arrival of your children as a result of this drill. If you have any questions, you may contact your child's building principal or the Transportation Department at 656-4161, ext. 223.

Transportation Department

Pesticide Notification

Dear Parent, Guardian, and School Staff

New York State Education Law Section 409-H, effective July 1, 2001, requires all public and non public 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.

As a reminder, the Greene CSD is required to maintain a list of persons in parental relation, faculty, and staff who wish to receive 48-hour prior notification of certain pesticide applications. The following applications are not subject to prior notification requirements:

- a school remains unoccupied for a continuous 72-hours following application;
- anti-microbial products;
- nonvolatile rodenticides 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 have not yet registered 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 the Greene CSD pesticide representative at:

District Office

G.C.S.

40 S. Canal St

Greene, NY 13778

Or Fax: 607 656 5031

I wish to receive 48-hour pesticide notification.

Name: _____

Address: _____

School Building of Occupant: _____

Response to Intervention in the Greene Central School District

Response to Intervention (RTI) is a process that matches instruction and intervention to student learning needs. RTI is designed as an early intervention process to support struggling learners. It requires general education teachers, AIS teachers, special education teachers and other school staff (guidance, psychologist, principal) to work together to determine which students have skill deficits, ensure that students receive interventions that match their needs, and check to see if progress is being made.

All students are screened through the RTI process. This is done to ensure that we are catching all students who are not meeting benchmarks and may be at risk of having a weakness in a particular skill. It is also important to provide a baseline of data and demonstrate that our curriculum (reading program, classroom activities, software programs, etc.) is effectively educating our children. Through this process, we can also determine if there are areas of our curriculum where a number of students are struggling. This process also allows us to provide valuable information to teachers and parents about the levels at which students are performing.

Screenings are completed throughout the school year. The screenings tell teachers how their students are performing on grade level skills. Teachers assess their students' progress through various skills that are essential to reading achievement. There are benchmarks set for each area that students should meet. For those students that do not meet these goals, intervention activities are put into place through a three-tiered model.

Tier I (General support)—the provision of general screening and group interventions that usually represent the core instructional program. If this instruction is adequately differentiated, the majority of the students will respond and achieve set benchmarks.

Tier II (Strategic support)—if students do not make adequate progress in Tier I, more intensive services and targeted interventions, usually in small group settings, are provided in addition to the instruction in the general curriculum. At Greene Central Schools, these supports are called Academic Intervention Services (AIS). Progress is monitored closely, and researched based interventions are put in place for at least six to ten weeks.

Tier III (Intensive support)—for students who do not respond to the targeted interventions in Tier II, eligibility for special education services may be considered. Additional testing could be suggested, and students would receive individualized, intensive interventions targeted to their specific skill deficits.

RTI has been promoted by ESSA and NYS Legislation and states that the RTI process should ensure that underachievement in a child suspected as having a specific learning disability is not due to lack of appropriate instruction and/or attempted interventions.

Please feel free to contact us with any questions you may have about the RTI process.

Health News

As you begin to prepare your child for the new school year, take time to check for head lice. Head lice are tiny, wingless, grayish-tan insects. They live and breed in human hair. Their eggs, called nits, are small whitish specks which are deposited on the hair shafts close to the scalp. They are most commonly seen at the base of the neck and around the ears. These nits can sometimes be mistaken for dandruff, but they cannot be brushed away easily.

The condition is not something to be ashamed of because it has nothing to do with cleanliness, who you are, or where you live. Head lice can be transmitted by direct contact with an individual who is already infested or through contact with lice-exposed personal articles (e.g. hats, scarves, combs, brushes). They do not jump or fly. If you suspect that your child has head lice, the following is recommended.

Inspect all family members and treat everyone at the same time.

- Purchase an approved medicated lice-killing shampoo and follow the directions carefully.
- After shampooing, comb child's hair with a fine tooth comb to remove dead eggs. Child must be nit free to return to school.

- a. While hair is damp, comb out tangles with a regular comb.
- b. Part hair and work on one section at a time, combing with a fine tooth nit comb from top of the strand down to the end. Pin each strand up after you have combed out all the nits.
- c. Wipe nits from comb often with a tissue. Dispose of tissue in sealed plastic bag.

- Machine wash in hot water and dry all clothing, towels and bed linens that have come in contact with the infested person. Non-washable items can be place in a hot dryer for 20 minutes. Vacuum furniture and carpets. Brushes and combs should be soaked in the special medicated shampoo or in very hot water for at least 10 minutes. For personal items that cannot be washed, isolate them in a plastic bag for 2 weeks. When ready, open the bag outdoors and shake each item vigorously.
- Instruct children not to share combs, hats or other personal articles.
- Continue to examine your child for nits and remove them. A second treatment can be given in 7 to 10 days.

We will monitor head lice throughout the year. If your child should come in contact with head lice, please notify the school.

ADMINISTRATION OF MEDICATION

If a student must take medication during school hours, the school requires the following: (This includes all prescription medication and non-prescription medication, such as cough drops, Tylenol, etc.)

A signed, written request from the parent or guardian.

The written order of prescribing physician, indicating the medication, purpose, dosage requirements and any possible side effects. The label on the original pharmacy bottle is not considered the prescribing physician's written order; and

All medication, in the original bottle, be dropped off and picked up by the parents at the beginning and end of the prescription period.

The form with the above information may be obtained by contacting the School Nurse.

Students are required to have a health examination (physical) upon entering school for the first time and when entering Pre-K, K, 1st, 3rd, 5th, 7th, 9th and 11th grade. The examination must be completed by a NYS licensed physician, physician assistant or nurse practitioner and only on the approved NYSED Student Health Examination Form for School.

Vision Screening: Grades Pre-K, K, 1, 3, 5, 7 and 11 and at any other time deemed necessary.

Hearing Screening: Grades Pre-K, K, 1, 3, 5, 7 and 11 and at any other time deemed necessary.

Scoliosis Screening: Required for girls in grades 5 and 7 and boys in grade 9.

Immunization Requirements for 2018-19 School Year	
VACCINE	DOSES
DTap DTP	4 doses Pre-K 4-5 doses K-5 3 doses 6-12
Tdap	1 dose 6-12
Polio (IPV or OPV)	3-4 doses K-4, 6-10 3 doses Pre-K, 5, 11,12
MMR	2 doses K-12 1 dose Pre-K
Hepatitis B	3 doses Pre-K-12
Varicella (Chicken Pox)	2 doses K,1, 6 & 7 1 dose Pre-K ,5, 11-12
Meningococcal	1-2 dose 12 1 dose 7-9
HIB	1-4 dose Pre-K
Pneumococcal 1-4 dose Pre-K	

Please check with your doctor and make sure that your child has these immunizations. The school needs proof that your child/children had the immunization before the start of school in September. The number of doses depends on the schedule recommended by the ACIP, please check with your physician to ensure your child is up to date and fully immunized.

Message from Middle School Principal

Dear Greene Middle School Students and Families,

I hope you have had a wonderful summer and are ready to return to school. The middle school staff has been working hard to be prepared to welcome our students back to a new year. We strive to continue our push for excellence for our students, families and community. We want our students, faculty and staff to work collaboratively to improve the academic, social, and emotional well-being of each member of our school community. We are proud to announce that we will be implementing a student advisory program this year in the middle school.

The advisory program will be implemented by having students start each day in their “house.” These houses are comprised of 8-10 students and one teacher. The houses will meet daily for 20 minutes from 7:45-8:05 a.m. The goal of this program is to create a strong support system that middle school students need to develop academically, socially, and emotionally. We have a strong desire for students to have meaningful conversations with an adult in our building daily, and these houses will promote a positive rapport between students and their advisor, who will listen, lead and support them.

We believe our program will help promote open communication, show our students we care about them as individuals, help students become problem solvers, supervise their academic progress more closely, and address the individual needs and concerns of each student in the advisory group. We also understand that it is our first year of the program, and we will be regularly reviewing and discussing our implementation. We encourage you to give us any feedback that you receive from your child as we move through this school year. We believe that this is a great opportunity to make sure every student that enters our middle school has a meaningful relationship with an adult, and builds a connection to our school and community!

The implementation of this program took a lot of planning from the staff to adjust the master schedule to build this very important 20 minutes into our daily schedule. The advisory program will replace the traditional homeroom. We will begin advisory at 7:45 a.m. All students will need to be in their advisory house before the bell rings at 7:45 a.m.. This is five minutes earlier than last year. Students will be allowed into the building daily, beginning at 7:30 a.m. Please ensure that your child does not arrive before 7:30 a.m. Breakfast will be served starting at 7:30 a.m. and students are encouraged to go directly to the cafeteria to get breakfast when they arrive to school. Students can bring their breakfast to their advisory house if they are short on time. Like last year, buses will drop students off at 7:30 a.m..

Please let us know if you have any questions as we continue to strive to meet the unique developmental needs of our students. On behalf of the Greene Middle School staff, we welcome you to the new school year! We are excited and proud to bring this positive initiative to our students and families and look forward to what this school year holds for all of us.

Sincerely,
Tim Calice
Middle School Principal

School Breakfast & Lunch Program 2018-19

School cafeteria programs are governed and regulated by Federal and NYS guidelines. This is a very good thing ensuring our students are receiving healthy and nutritious meals at a reasonable cost. In order to comply with the federally mandated price equity requirement we must adjust prices for next year as follows:

Lunch PK – 5 XXXXX

Lunch 6 – 12 XXXXXX

Breakfast XXXXX

NOTE: If you believe your is eligible for free and reduced price breakfast and lunch, please complete the enclosed application and return to the school.

ON-LINE PAYMENT

Please be reminded—we have an on-line payment service available.

Greene CSD has a convenient and secure online payment service called mySchoolBucks. This website allows you to deposit money directly into your child’s school meal account and view balance/purchase information for the past ninety days. By having money in each child’s account prior to entering the cafeteria, we find that the lunch lines move along much faster, which gives your child more time to eat and be with friends.

To access this service:

- Go to the district website at www.greenebsd.org
- Click the Departments tab, then select the Food Services link.
- Click the mySchoolBucks link.

From this website you can create your account and add money to your child’s school meal account. All you need is your child’s name, school, and Cafeteria Pin number.



High School Guidance Tips

FRESHMEN/SOPHOMORES

- Join clubs and activities.
- Keep in contact with teachers, counselors, and activity advisors who you connect with. They can write letters of recommendation later.
- Talk about saving for college with your family.
- Volunteer—it is a great experience!
- Begin to think about a college choice. Remember that you have time to explore what you want in a college.
- Challenge yourself with difficult courses.

JUNIORS

- Explore financial aid options and college planning with your family.
- Take the most challenging courses you can. Admission offices look for challenging coursework.
- Research and visit prospective colleges.
- Continue to stay active in clubs, activities, and volunteer work.
- From what teachers, counselors, or advisors might you want a recommendation?
- Keep track of your activities and accomplishments for your resume.
- Sign up for the PSAT, which will help prepare you for college entrance exams, like the SAT.

SENIORS

- Request applications and brochures from your target colleges/universities.
- Attend college fairs and speak to campus representatives. Remember to check in Guidance for the many different colleges that come to Greene High School!
- Take the SAT and/or ACT in the fall, again or if you haven't already.
- Schedule interviews with prospective colleges. Practice your interview skills before heading to the actual interview.
- Continue to visit any prospective colleges.
- Take college or advanced classes. Challenging courses show that you may be more prepared for challenging college coursework.
- Set up a budget for college and application costs.
- Attend with the Financial Aid Night offered from Guidance in the fall with your parents.
- Get your applications in order by creating files for target schools. Make a list of application requirements (essays, transcripts, recommendations, etc.) and deadlines for each.
- Request letters of recommendation from teachers, counselors, coaches, and employers at least three weeks before you need them. Provide them with a resume.
- Work on college application essays.
- Look for part-time jobs, internships, and volunteer work.

FINANCIAL AID NIGHT

Our annual Financial Aid Night for seniors and their parents will again be offered this fall. A letter will be sent home with more information. It's never too early to go to www.fafsa.ed.gov and create your FSA ID.

SAT INFORMATION:

Greene High School will offer the SAT test on October 6. Interested students must register online at collegeboard.org by September 7, 2018.



Blessings in a Backpack

Blessings In a Backpack is a unique program that is designed to feed our school children who qualify and who are at risk of having little or no food on the weekends. As a result of little or no food on the weekend, the school notices low test scores, poor reading skills, poor behavior and increased illness. Better test scores, improved reading skills, positive behavior, improved health and increased attendance have all been attributed to the success of this program.

Most people don't realize that over 51% of Greene Central School's children receive the Federal Free and Reduced Price Meal Program. We believe the only way to help these children rise out of poverty is to ensure they have the proper nutrition they need during the school year so they can have every chance to learn and succeed.

The goal of the Blessings in a Backpack Program is to provide UPK–12th grade students with nutritious meals to take home and eat over the weekend. The hope is that this will better prepare them for Monday as well as the remainder of the week for overall academic success.

Greene Central Schools works in collaboration with the Zion Episcopal Church to support this program. Every student in the district UPK–12 will receive a letter at the beginning of the school year. If you feel this program would be a help to your family, each child UPK–12 would receive a bag of non-perishable food every Friday to eat over the weekend. Food is dispensed in a discreet and caring manner and runs for the entire school year. There is no cost to the families for this program.

Welcome Back from the Primary School

Welcome back to school! I hope summer was relaxing and restful. I am thrilled to have the students return. A school isn't a school without the students buzzing around in it.

Here are some reminders to make the transition from summer back to school easier:

- School starts at 7:45 a.m. and ends at 2:05 p.m. Every minute of our day is important, the students are very busy from the time they arrive until they leave. Please have your children here promptly at 7:45. I would also like to mention how important regular daily attendance is for students. In the Primary School we are building the foundational skills for reading, writing and math. Students are also forming friendships with other students and work as part of a classroom and school community. When students are frequently absent it is very difficult for them to make up missed educational opportunities and missed community building that takes place on a daily basis.
- Parents should be aware of our drop-off/pick-up procedures. Please review this in your Parent/Student Handbook. Students entering after 7:55 a.m. are considered tardy and need to check in at the office for attendance purposes. Students should not be picked up until after the instructional day is over at 2:00 p.m.
- Student information forms will be sent home on the first day of school. This information is very important to us; please be sure to update and/or complete the form and have your child return it to school promptly. If there are changes throughout the school year, please notify the office right away.
- Birthday Treats: Due to the increase in allergies, we are requesting parents to send in store bought treats with the ingredients attached.
- Please make sure your child has sneakers for Physical Education. Students have PE every day. If your child isn't wearing sneakers to school make sure they have appropriate footwear in which they can safely walk and play in.
- Please label all clothing, backpacks, etc. If your child loses any belongings, check the lost and found items in the school office.
- Be sure breakfast and lunch money is in an envelope with child's name and teacher's name when bringing it to school.
- Please read your school handbook when it comes home. If you have any questions, please call the Main Office.

TRANSPORTATION

It is best to have your child picked up and dropped off at the same location as much as possible. If your child needs to ride a different bus please make sure they have a proper bus note which states the correct date of the change, the address in which they are to be dropped off at and the name of the person who will be at the address. Please be specific with

the names, for example, Ann Smith, instead of using vague descriptors such as babysitter or grandma as we do not always know who those people are.

If you have any questions, please call the Primary School Office at 656-4023. I look forward to seeing all of you on September 5th.

—*January Pratt*, Primary School Principal

COME AND VISIT MORNING PROGRAM

If you haven't ever joined us, you should give us a try. If you have, we hope to see you again this year. It's fun, it's heartwarming and, without a doubt, "It's a great way to start the day!"

Morning Program will begin this year on Monday, September 21, from 8:05 to 8:30 a.m. Morning program will be on Monday, Wednesday and Fridays. We look forward to seeing our returning friends and, of course, can't wait to meet lots of new friends. When you arrive for Morning Program we do ask that you please go to the office and sign in before going to the gym.

September is the month that we get to know everyone. We will be introducing all staff members, new children to the District, all the kindergarten students, the Board of Education, as well as the transportation department director and the bus drivers.

The basis of the Morning Program is to promote academics, values and positive attitudes. It is our purpose to provide a safe, healthy and happy environment through a variety of activities. We hope to encourage students to learn the skills and behaviors necessary to become productive citizens.

MORNING PROGRAM GOALS

- Children in the Morning Program will start their day together as a cooperative community.
- Children in the Morning Program will be happier about school and learning.
- Children in the Morning Program will feel that they, as individuals, are an important part of our school.
- Children in the Morning Program will take pride in their surroundings – whether they are in the classroom, school, home, or community.
- Children in the Morning Program will be exposed to a variety of activities that will encourage a positive awareness of self and others.

We look forward to seeing our returning friends and are anxious to welcome the Kindergartners and their families to Morning Program. We think you'll agree, "It's a great way to start the day!"

SNEAK PEEK/START DATE

For UPK and Kindergarten Students

Since UPK and Kindergarten students are often times being exposed to school and riding the school bus for the first time, we have created an easy-to-start process for them.

Continued on next page

Welcome Back, cont.

Instead of coming for the full day on Wednesday, September 5, parents with children assigned to UPK and Kindergarten are invited to bring their child for a visit to their classroom. This sneak peek will allow our newest students to get acquainted with the area, meet their new teacher, gain insight into daily routines and help them develop a feeling of security and comfort. Kindergarten/UPK children are not to ride the buses to school on September 5. Below is the scheduled visitation times for Kindergarten and UPK.

- UPK (a.m.)—7:45 to 10:30 a.m.
- UPK (p.m.)—11:30 a.m. to 2:00 p.m.
- Kindergarten—between 7:45 and 11:00 a.m. or 12:00 to 2:00 p.m.

The first full day of school for children in UPK and Kindergarten will be on Thursday, September 6. On this day UPK students (already age 4) and Kindergarten students may travel to and from school on the bus.

daVinci Art Exhibit

The talents of Greene's Primary School students were on display from in May and June as part of the daVinci Student Art Show at the Broome Public Library, Binghamton. This outstanding annual exhibit features exceptional art work from a number of school districts in New York's Southern Tier. An opening reception was held May 6 to honor these young artists along with their families and teachers.

Congratulations are extended to these student artists whose work is on display:



Greyson Andrews, Braelyn Blakeslee, Gabriella Caratelli, Jason Cirigliano, Owen Crumb, Libby Davidson, Lee Dopp, Cooper Flanagan, Ian Johnson, Sophia Kimball, Madelyn LaFave, Halle Livingston, Landon Marschilok, Gavin McWeeney, Avery Merrill, Joseph Monticciolo, Cameron O'Leary, Levi Parks, Lilliana Roth, Addyson Schieve, Ariana Smith, Desirae Spicer

Students were recognized during one of the Primary Building's Morning Programs.

Child Find Requirements

Child Find is the process of locating, evaluating, and identifying students with disabilities who are in need of special education services, from birth to 21 years old. According to federal special education law, IDEA 2004, this includes all students, including those who are homeless, wards of the State, or attending private schools, regardless of the severity of their disabilities.

If you have a child with a suspected disability, age birth to 3 years old, we encourage you to contact the Early Intervention Program at the Chenango County Health Department. Call 607-337-1729 at the Chenango County Office Building, 5 Court Street, Norwich, New York 13815. For children ages 3 to 5, you may contact the Committee on Preschool Special Education, at Greene Central School, 607-656-4161, ext. 685, or the Chenango County Representative on Preschool Special Education, also at the Chenango County Health Department, at 607-337-1731.

If you have a child with a suspected disability between the ages of 5 through 21, please contact your child's teacher at Greene Central School. We are now required to try a number of academic or behavioral interventions when a student has a suspected disability. If the student is not responding after an appropriate period of time to the interventions, then the student's teacher will refer the student to the Child Study Team, or the Grade Level Team, and additional interventions will be suggested and documented. It is at that time that a student may be referred to the Committee on Special Education.

When a student is referred to the Committee on Special Education for a suspected disability, they are given an individual evaluation to identify the need for special education services. A student is eligible for special education services if it is determined that he/she has a disability that is interfering with the student's learning. If the Committee on Special Education determines that your child is eligible for special education services, the Committee must identify the one disability category that most appropriately describes your child.

A school-aged student will qualify for special education services when they have one or more of the following disabilities, which adversely affects educational performance: Autism, Deafness, Deaf-Blindness, Emotional Disturbance, Hearing Impairment, Learning Disability, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health-Impairment, Speech or Language Impairment, Traumatic Brain Injury, or Visual Impairment.

The Committee on Special Education will develop and implement an individualized education program (IEP) to address your child's individual needs. Services, such as integrated co-teaching, consultant teacher, or resource room may be provided. Related services, such as speech/language therapy, occupational therapy, physical therapy, or counseling may also be provided. Your child may need classroom or testing accommodations to help him or her successfully access the general education curriculum.

If you would like further information, please contact the CSE Office at Greene Central School, at 656-4161, ext. 684.

2018-2019 Bus Routes

BUS Dinosaur 6:30 AM	St Hwy 206 E (Hartman Hill to district line), Cohoon Hill, Stiles Rd., Moran Rd, County Road 9, (206 to Hartman Hill), Hartman Hill Rd, Hogsback Rd, County Rd 32 (Hogsback to 206 East side only), Crestmont (High School Only) PM Juliand St Village: S Canal St
BUS Train 6:30 AM	Round Pond Rd, Co Rd 2(Round Pond to St Hwy206), McBimey Rd, Echo Lake Rd, Ott Rd., East Clark Rd., Quinn Rd. Rt 206 to caution light, (North side only)
BUS Monkey 6:40 AM	Engaard Road, Co Rd 3 (Engaard to Co Rd 3A), Co Rd 3A St Hwy 12S (Co Rd 3A to N Chenango Street) Village: AM only Crestmont and Turner St (Elementary)
BUS Horse 6:40 AM	Hattie Clark Rd, Buckley Hollow, Windham Rd, Pollard Rd, King Rd, Route 12 S (King Rd to County Rd 3A AM Only) Elmer Smith Rd (AM only)
BUS Cat 6:50 AM	Stein Rd, Co Rd 9 (Stein to Shafer Rd) Jackson Hill, Gardner Rd, Village: Grand, Clinton St.
BUS Zebra 6:55 AM	Hogsback (Co Rd 32 to St Hwy 12 AM only) St Hwy 12N (Hogsback to King Rd PM only) Elmer Smith Rd (PM only), St Hwy 12N (King Rd to District Line) Bridge St (Brisben), County Rd 32 to Greene Village Limits Village: Juliand Street, Washington St (even numbers) Genesee St (Bridge to traffic light even numbers)
BUS Duck 6:40 AM	Rt. 206 W to caution light. Co Rd 2 (Lower Gene), Foster Hill Rd, Indian Brook, Ingraham Hill Rd, Taft Rd, St Hwy 206W (District Line to Caution Light), Indian Brook Spur, St Hwy 206W (South Side, Caution Light to St Hwy 12) Village: Genesee St.(Chen St to Birdsall even numbers), Franklin St. & Willard St.
BUS Elephant 6:40 AM	Carr Rd, Robbins Rd, Bunt Rd, Race Rd, Hammerle Rd, Co Rd 3. (Co Rd 3A to Robbins) Village: Mill St., Monell St, Comer of Monell and Genesee St.,(odd numbers 3-57)
BUS Shark 6:20 AM	Town Line Rd, Loomis Rd, St Hwy 220, Hofmann Rd, Hollow Rd, Comer of Shipton Rd and St Hwy 220, St Hwy 41 (St Hwy 220 to Water St Smithville), Tarbell Rd, Upper Round Pd Rd, Water St & Mill St in Smithville, Collyer Rd
BUS Dump Truck 6:30 AM	Co Rd 9 (Hartman Hill to Stein), Shafer Rd (Wylie to Co Rd 9), Co Rd 9 (Shafer to Route 79), St Hwy 79 (Co Rd 9 to district line), Co Rd 32 (District Line to Jackson Hill), Water Street Village: PM Crestmont
BUS Penguin 6:40 AM	St Hwy 12S (S Chen. St Ext to District Line), Fox Rd, Co Rd 1, Oak Grove, Slater Rd, Pinewoods Trailer Park, Laurel Rd, Airport Rd. S Chenango St Ext. (High School only) Village: S. Chenango Street
BUS Rabbit 6:40 AM	Co Rd 3 (Rt 41 to Decker Rd), Raymond Decker Rd., Deeder Hill, Martin Rd, Cummings Rd, Sherman Rd, Rt 41 (Cummings to St Hwy 12), Rt 12 (41 to 206 high school only), St Hwy 206W (St Hwy 12 to W Juliand Hill), W Juliand Hill Village: N. Canal St.
BUS: Rocket 6:20 AM	Wiley Rd Shafer Rd - Wiley to Palmatier, Palmatier Rd, Geiss Rd, Wylie-Horton Rd, Bowbell Rd, St Hwy 206 (Bowbell to Village limits) Harrington Rd, Palmer Curtis Rd & Miles Rd
BUS Squirrel 6:50 AM	Hotchkiss Hill Rd, Hackett Rd, Squirrel Hill Rd, Proctor Rd, Co Rd 32 (Hotchkiss Hill to Jackson Hill) Village: Jackson St.

BUS Tractor 6:20 AM	Co Rd 2 (St Hwy 220 to District Line), Nelson Road, Kinsman Rd, St Hwy 41 (District Line to St Hwy 220), St Hwy 41(Co Rd 2 to Cummings Rd) Village Birdsall St ,Genesee St (odd numbers Birdsall St to S Canal St) PM Elementary students Only Co Rd 32 (School to Hogsback) Hogsback, Rt 12 S (Hogsback to N Chen St Ext)
BUS DCMO Harrold Campus & Sidney	Pick up at homes and transport students to their assigned schools.
BUS Alligator	AM & PM DCMO BOCES Norwich (All day students)
BUS Sunshine 6:55 AM	AM/PM Broome-Tioga BOCES
BUS Snowman	AM/PM Pathfinder Village, U-V
BUS Dump Truck	7:55 Norwich BOES (Career Academy)
BUS Zebra	8:35 Norwich BOCES (AM Tech Bus)
BUS Frog	11:40 Norwich BOCES (PM Tech Bus)
BUS Bull Dozer	RTF, Wyoming Conference
BUS Alligator	Midday UPK (3 Buses Needed) Load 10:30 AM Alligator
BUS Giraffe	Giraffe
BUS Turtle	Turtle
BUS	Windsor Oak Tree Program as needed

Painting Picnic Tables at the Greene Intermediate Building

The Greene Intermediate students took a journey through the decades this year for their Arts in Education project. Each grade level took four decades to research and decide what defined that decade. Fifth grade worked on 1900-1930, fourth grade researched 1940-1970, and third grade did 1980-2018. The classes researched what made their decade stand out. They then selected 6-8 pictures that they would transpose onto a picnic table, to be painted under the skilled guidance of Mary Lake. The tables were then placed at the playground and courtyard at the Intermediate building to be used by the community and students. The students were also treated to a concert by Jarod Campbell that took them on a musical journey through the decades. Jarod received the pictures that the students chose for their tables and had a fantastic slide show that went along with his performance.

Mrs. Mohr also incorporated a reading incentive program for the students that helped them travel through the decades. For 10 books they received a record to put on a giant record for the whole school. 20 books they put on an eight track tape, 30 a cassette, 40 a CD, and at 50 they got to have their picture taken as a rock star and displayed in the library.

The Arts in Education team would like to thank the Greene School Board and administration for their support of Arts in Education. We would also like to thank Mary Lake, Mrs. Utter for their help and guidance while painting, Mrs. Spencer for giving up time in her class to help with the drawings, and the Greene custodial staff for their help and support of the project.

How to Succeed in Middle School

The middle school years are exciting and full of change! As a learner, students are moving from being dependent upon teachers and parents to help them manage their academics to becoming independent learners as they enter high school. Our goal at the middle school is to give students the tools and resources that they need in order to successfully navigate these years. Parents, work with your child to ensure that he or she is using these tried and true tips to succeed in middle school.

Tip 1: Set up a system to remember and organize assignments

- Use your academic planner daily in class to write down assignments when they are given.
 - For long term assignments, write the assignment down on the day that it was assigned as well as on the day that it is due. Then set mini goals for yourself and record those in your agenda to help keep you on track.
 - Use your agenda to keep track of even/odd days. Write down any other important information (for example, reminders to bring PE clothes or other materials to school, important events such as dances, school events, or holidays).
- Place a white board in your locker. Use this for important reminders. Keep one at home, too!!
- Call the Homework Hotline (656-4161) any day after 4:00 to listen to the assignments for that night. You can do this to double check that you wrote your assignments down correctly, or as a “back up” if something is not written down.
- Check your grades using Home Access at least once a week. This will help you double check to make sure that you are staying on track and that you are meeting your academic goals.
- If you are absent from school, talk to your teachers right away to find out what you missed. Stay with teachers 9th period to learn missed material so you do not fall behind.

Tip 2: Create an organized, quiet and calm space to learn (in school and at home)

- Clean out your locker weekly. Bring home extra “stuff” that may have accumulated throughout the week. Place any loose papers in the appropriate folders and throw away anything that is not needed.
- Look through materials in your folders and binders once or twice a month, or at the end of each class unit. Have a place at home to store important assignments (for example, past exams) that you will need to keep in order to study for final exams.
- Have a quiet spot at home to complete your work, and avoid watching TV while you are doing your homework. Create a routine for yourself and make sure to schedule time to study and do your homework.

Tip 3: Communicate, Communicate!

- Kids: If you are struggling in school—if you do not understand your assignment, are having a difficult time working with classmates, or think that you missed important information, ask your teachers! They are here to help.
- Parents: If your child is struggling, do not wait to reach out to his or her teacher/teachers. Email teachers directly, or set up a parent conference to meet with the entire team so that we can work together to find a solution.
- Kids and Parents: Keep communicating with each other in general about what is going on in your life. Talk about the good and the bad! Kids, if you are having a difficult time with other people at school, let your parents know, and talk to your teachers, principal or school counselors about it. Parents, if your child expresses concerns to you, make sure to communicate those concerns with us so that we can help.
- If you have not already done so, visit the Greene Middle School website. Search the main page, counselor page, and teacher pages and refer back to them throughout the year for important dates and information on what your child is learning in school.

Tip 4: Have fun, and take care of yourself!

- Middle schoolers experience significant physical and emotional changes over a very short period of time. They learn a lot about themselves—they develop new interests, discover new strengths, and explore future possibilities. Emotional ups and downs happen. Friends change, and hearts get broken. This is the time to start learning how to manage all of those changes.
- Parents: Help your child find healthy ways to express their emotions. Discover positive outlets for anger, sadness, and frustration so that it does not become overwhelming. Teach your children to use problem solving skills to work through difficult academic and social situations.
- Kids: pay attention to how you are feeling, and to how your body, mind, and interests are changing. Try out new activities in and outside of school to discover new interests. Be aware of the social struggles that might come up, and remember to treat friends the same way you would want to be treated, even if you are upset. Work to solve conflicts in healthy, positive ways by talking calmly directly to the person who is upsetting you. If you need help reach out to your parents, the school counselor, or a trusted teacher.

Middle school can sometimes feel like a roller coaster (or an ice cream sundae, as Mrs. Worsnopp says). It’s a fun ride, but there might be ups and downs along the way. Everyone’s experience is different, but in the end, our hope is that you leave us in the 8th grade ready and confident for high school.

GREENE CENTRAL SCHOOL INSTRUCTIONAL CALENDAR 2018-2019

JULY 2018

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

AUGUST 2018

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SEPTEMBER 2018 (18+1)

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OCTOBER 2018 (21+1)

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NOVEMBER 2018 (18)

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DECEMBER 2018 (15)

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30	31					

JANUARY 2019 (21)

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FEBRUARY 2019 (15)

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MARCH 2019 (20+1)

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APRIL 2019 (16)

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31						

MAY 2019 (21)

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25	26	27	28	29	30	31

JUNE 2019 (17+1)

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Key

☐ No School – Vacation Day

○ No School – Conference Day

/ 1/2 Day, K-5 Students

— Regents Day/State Testing

182 Student Days • 186 Staff Days

- JULY 2018**
- 4 4th of July
- AUGUST 2018**
- 16-17 Regents Exams
- SEPTEMBER 2018**
- 3 Labor Day—No School
- 4 Staff Development Day—No School
- 5 First Day for Students
- 20 Open House—Intermediate School
- 25 Open House—Middle/High School
- 27 Open House—Primary School
- OCTOBER 2018**
- 5 Staff Development Day—No School
- 8 Columbus Day—No School
- NOVEMBER 2018**
- 12 Veterans Day—No School
- 21-23 Thanksgiving Recess—No School
- DECEMBER 2018**
- 7 1/2 Day Elem.—P/T Conferences, 11:00 a.m. dismissal
- 14 1/2 Day Elem.—P/T Conferences, 11:00 a.m. dismissal
- 24-31 Christmas Recess—No School
- JANUARY 2019**
- 1 New Year's Day—No School
- 21 Martin Luther King, Jr. Day—No School
- 22-25 Regents Exams
- FEBRUARY 2019**
- 18-22 Presidents' Day Recess—No School
- MARCH 2019**
- 8 Staff Development Day—No School
- APRIL 2019**
- 2-4 ELA Testing, Grades 3-8
- 15-22 Spring Recess—No School
- MAY 2019**
- 1-3 Math Testing, Grades 3-8
- 22 Science Performance Test, Grades 4 & 8
- 24-27 Memorial Day Weekend—No School
- JUNE 2019**
- 3 Science Written Test, Grades 4 & 8
- 18-25 Regents Exams
- 25 1/2 Day Elem.
- 26 Staff Development Day—No School
- Rating Day, No Regents

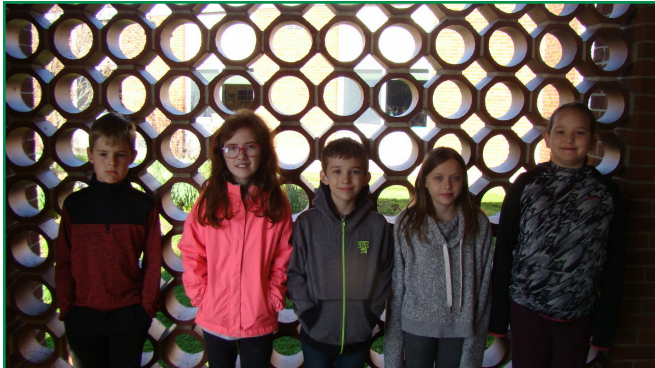
Citizen of the Month for April

3RD GRADE



Wyatt Dunlap—Mrs. Browning
Levi Crumb—Mrs. Erickson
Mariah Heggelke—Mrs. Russ

4TH GRADE



Abigail Criddle—Mrs. Giannetto
Zayden Bush—Mrs. McDermott
Liam Griffin—Ms. Sanderson
Johanna Tropa—Mrs. Whitaker
Kiley Simpson—Mr. Evans

5TH GRADE



Alexis Clark
Hunter Osman
Taylor Badger
Liesl Ludolph

SPECIAL AREAS



Art: Mason Gardner, Arie King, Andy Hillier
Library: Gabe Merrill, Audrey Johnson, Nora Fey
Reading: John Bergholtz
Math: Shuntay Eldred
Music: Dawson Kimble, Allyssa Lynch, Shanna Krupp
Band: Audrey Johnson
Chorus: Dan Wilson
Computer: Nali Basa, Allyssa Lynch, Maddison Gates
Girls' PE: Neveah Driesbaugh, Stephenie Barrett,
Ella Gaylord
Boys' PE: Alexander Benedict, Chris Hine, Aiden Marcin

SAFE BUS RIDERS FOR APRIL



Train—Sophie Messinger
Tractor—Makenzie Soto
Rocket—Arie King
Dump truck—Ben Newvine
Rabbit—Paris Stiglich
Dinosaur—Morgan Quarella
Shark—Brooke Hill
Squirrel—Liesl Ludolph
Penguin—Josie Dutcher
Duck—Aiden Marcin
Elephant—Brooke Williams
Monkey—Kayden Moore
Horse—Sadie Sexton
Zebra—Abigail Criddle

Citizen of the Month for May

3RD GRADE



*Corbin Daughtery—Mrs. Browning
John Fox—Mrs. Erickson
Ella Donnelly—Mrs. Russ*

4TH GRADE



*John Bergholtz—Mrs. Giannetto
Jade Smith—Mrs. McDermott
Shane Rideout—Ms. Sanderson
Aiden Messina—Mrs. Whitaker*

5TH GRADE



*Taylor Badger
Nora Fey
Ashton Pezzino
Daniel Wilson
Andy Hillier*

SPECIAL AREAS



*Art: Allison James, Troy Braman, Keeli Roe
Library: Dawson Kimble, Josie Dutcher, Shanna Krupp
Reading: Kristofer Neudel
Math: Bryon Decker
Music: Jackson Roth, Aleksandr Sobierajski, Taylor Badger
Band: Makenzie Soto
Chorus: Nadia Brown
Computer: Ben Newvine, Naomi Burghardt, Keaton Browning
Girls PE: Caydence Wood, Madison Wise,
Savannah Nowalk
Boys PE: Brendan Walsh, Troy Braman, Josh Lester*

SAFE BUS RIDERS FOR MAY



*Train—Sophie Messinger
Tractor—Makenzie Soto
Rocket—Arie King
Dump truck—Ben Newvine
Rabbit—Paris Stiglich
Dinosaur—Morgan Quarella
Shark—Brooke Hill
Squirrel—Liesl Ludolph
Penguin—Josie Dutcher
Duck—Aiden Marcin
Elephant—Brooke Williams
Monkey—Kayden Moore
Horse—Sadie Sexton
Zebra—Abigail Criddle*

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Mission Statement

Greene Central School, in partnership with the community, will inspire students to learn the skills and behaviors necessary to become productive citizens.

- Provide quality programs to prepare all students with skills and knowledge to become responsible citizens, productive workers, and lifelong learners.
- Provide safe, quality facilities, which enhance the programs for the District's students and community.
- Ensure long-term fiscal stability in order to provide the necessary programs and facilities to educate the children of the Greene Central School District.
- Communicate effectively with all members of the community to promote quality education in the Greene Central School District.

Greene Students Build Community Trash Cans and Planters

Greene Middle School and High School students have been working together to create trash cans and planters to beautify the town. With the help of Shirley Girton, members of the Arts in Education team designed and planned this project to align with current goals and standards. This Arts in Education unit began with a unit of study with photographer, Kevin Gray. Kevin worked with 6th grade students in Mr. Rice's room by having them photograph nature and capture litter around the school. From there, the photos were given to teaching artist, Mary Lake. Mary worked with ninth grade students in Mrs. Becker's room by taking photographs and turning them into painting for the sides of the cans and planters.

Students used the photographs from the sixth graders as inspiration for making their own artistic choices. During a one week period, students were able to transfer their design ideas onto wood, paint the background and details, and even learn new techniques like shading and sponging. After the sides were painted, the assembly of the cans and planters was completed by students from the Manufacturing and Material Processing classes, under the supervision of Mr. Bogardus.

Many teachers, friends, and community members worked to make this project happen. It was a large undertaking that could not have been done without the support of many administrators and custodial staff. Please, be on the lookout for these pieces of art on display around Greene from the spring until late fall.

