

Brushton-Moira



Central School

2011-2012

**2011/2012**

**UPK-12**

**BELL SCHEDULE**

<b>7:00 A.M.</b>	<b>Departure for B.O.C.E.S.</b>
<b>7:30 A.M.</b>	<b>Grades UPK-4 Students Arrive</b>
<b>7:45 A.M.</b>	<b>UPK-4 staff arrive</b>
<b>7:55 A.M.</b>	<b>5-12 Staff Arrive</b>
<b>8:25-8:35 A.M.</b>	<b>5-12 Breakfast</b>
<b>8:38 A.M.</b>	<b>HOMEROOM WARNING BELL</b>
<b>8:40 A.M.</b>	<b>HOMEROOM</b>
<b>8:42 A.M.</b>	<b>ANNOUNCEMENTS</b>
<b>8:44 - 9:26</b>	<b>1<sup>ST</sup> PERIOD</b>
<b>9:29 - 10:09</b>	<b>2<sup>ND</sup> PERIOD</b>
<b>10:12 - 10:52</b>	<b>3<sup>RD</sup> PERIOD</b>
<b>10:55 - 11:35</b>	<b>4<sup>TH</sup> PERIOD CLASS OR LUNCH</b>
<b>11:38 - 12:08</b>	<b>LUNCH</b>
<b>11:38 - 12:18</b>	<b>5<sup>TH</sup> PERIOD 9-12</b>
<b>12:21 - 12:51</b>	<b>9-12 LUNCH</b>
<b>12:11 - 12:51</b>	<b>6<sup>TH</sup> PERIOD</b>
<b>12:54 - 1:34</b>	<b>7<sup>TH</sup> PERIOD</b>
<b>1:37 - 2:17</b>	<b>8<sup>TH</sup> PERIOD</b>
<b>2:20 - 3:00</b>	<b>9<sup>TH</sup> PERIOD</b>

**UPK-2 Dismissal 1:55 pm**

**3-4 Dismissal 1:58 pm**

**5-12 Dismissal 3:00 pm**

**UPK-4 Staff depart 3:00 pm**

**5-12 Staff depart 3:10 pm**

**\*\*5-12 STUDENTS ARE RELEASED WITH THE 3:00 BELL**

## **1 HOUR DELAY SCHEDULE**

**1<sup>ST</sup> PERIOD: 9:44 – 10:10**  
**2<sup>ND</sup> PERIOD: 10:13 – 10:37**  
**3<sup>RD</sup> PERIOD: 10:40 – 11:02**  
**4<sup>TH</sup> PERIOD: 11:05 – 11:35**

**5-9 STAY THE SAME**

## **2 HOUR DELAY SCHEDULE**

**10:40 WARNING BELL**  
**10:44 – 10:52 HOMEROOM**  
**4<sup>TH</sup> PERIOD BACK TO NORMAL**

## **EARLY DISMISSAL SCHEDULE**

**1<sup>ST</sup> PERIOD: 8:44 – 9:05**  
**7<sup>TH</sup> PERIOD: 9:09 – 9:49**  
**8<sup>TH</sup> PERIOD: 9:52 – 10:32**  
**9<sup>TH</sup> PERIOD: 10:35 – 11:15**

**BRUSHTON – MOIRA CENTRAL  
MARKING PERIODS  
2011-2012**

<b>Period</b>	<b>Ending Date</b>	<b>Grades Finalized in <i>School Tool</i> by 12:00 PM</b>	<b>Sent Home with Student</b>
5 week Interim	October 6	October 11	October 14
1 <sup>st</sup> Quarter	November 10	November 14	November 18
15 week Interim	December 16	December 19	December 22
2 <sup>nd</sup> Quarter	January 27	January 30	February 2
25 week Interim	March 6	March 8	March 13
3 <sup>rd</sup> Quarter	April 5	April 16	April 20
35 week Interim	May 14	May 16	May 21
4 <sup>th</sup> Quarter	<u>7-12 Non-Regents Courses-- June 12;</u> <u>9-12 Regents Courses &amp; Grades 5 and 6-- June 21</u>	<u>7-12 Non-Regents Courses:</u> <b>June 15</b>  <u>9-12 Regents Courses &amp; Grades 5 and 6: June 22 @ 8:00 am</u>	June 29 <b>(Final Report Card will be mailed on this date.)</b>

# **BRUSHTON-MOIRA CENTRAL SCHOOL**

## **2011-2012 Calendar of Holidays for Support Staff**

### **12 Month Employees**

<b>Independence Day</b>	<b>Sun., July 4, 2011</b> (Celebrated Monday July 5, 2011)
<b>Labor Day</b>	<b>Mon., Sept. 5, 2011</b>
<b>Columbus Day</b>	<b>Mon., Oct. 10, 2011</b>
<b>Veteran's Day</b>	<b>Fri., Nov. 11, 2011</b>
<b>Thanksgiving Day</b>	<b>Thurs., Nov. 24, 2011</b>
<b>Christmas Day</b>	<b>Sun., Dec. 25, 2011</b> (Celebrated Monday December 26, 2011)
<b>New Year's Day</b>	<b>Sun., Jan. 1, 2012</b> (Celebrated Monday Jan 2, 2012)
<b>Martin Luther King Day</b>	<b>Mon., Jan. 16, 2012</b>
<b>President's Day</b>	<b>Mon., Feb. 20, 2012</b>
<b>Good Friday</b>	<b>Fri., April 6, 2012</b>
<b>Memorial Day</b>	<b>Mon., May 28, 2012</b>

**THE BUILDING WILL BE CLOSED ON THESE DATES!**

**BRUSHTON-MOIRA CENTRAL SCHOOL**  
**PAY SCHEDULE FOR 2011-2012**

**12 MONTH EMPLOYEES**

Pay Date		Pay Period
07/08/11	Full Pay	07/01-07/09
07/22/11	Full Pay	07/10-07/23
08/05/11	Full Pay	07/24-08/06
08/19/11	Full Pay	08/07-08/20
* 09/02/11	Full Pay	08/21-09/03
09/16/11	Full Pay	09/04-09/17
09/30/11	Full Pay	09/18-10/01
10/14/11	Full Pay	10/02-10/15
10/28/11	Full Pay	10/16-10/29
11/10/11	Full Pay	10/30-11/12
11/22/11	Full Pay	11/13-11/26
12/09/11	Full Pay	11/27-12/10
12/22/11	Full Pay	12/11-12/24
01/06/12	Full Pay	12/25-01/07
01/20/12	Full Pay	01/08-01/21
02/03/12	Full Pay	01/22-02/04
02/17/12	Full Pay	02/05-02/18
03/02/12	Full Pay	02/19-03/03
03/16/12	Full Pay	03/04-03/17
03/30/12	Full Pay	03/18-03/31
04/12/12	Full Pay	04/01-04/14
04/27/12	Full Pay	04/15-04/28
05/11/12	Full Pay	04/29-05/12
05/25/12	Full Pay	05/13-05/26
06/08/12	Full Pay	
06/22/12	Full Pay	05/27-06/09
06/29/12	(Final/Claim Forms)	06/10-06/29

**10 MONTH EMPLOYEES**

Pay Date		
* 09/02/11		Single Pay
09/16/11		Full Pay
09/30/11		Full Pay
10/14/11		Full Pay
10/28/11		Full Pay
11/10/11		Full Pay
11/22/11		Full Pay
12/09/11		Full Pay
12/22/11		Full Pay
01/06/12		Full Pay
01/20/12		Full Pay
02/03/12		Full Pay
02/17/12		Full Pay
03/02/12		Full Pay
03/16/12		Full Pay
03/30/12		Full Pay
04/12/12		Full Pay
04/27/12		Full Pay
05/11/12		Full Pay
05/25/12		Full Pay
06/08/12		Full Pay
06/15/12		Multiple(5)
06/22/12		Full Pay
06/29/12	(Final/Claim Forms)	

\* 09/02/11 - Checks available after 12:00 p.m.  
 09/02/11 and 06/22/12 - NO Direct Deposit - Checks Only

2011-12 Meeting Schedule

**Meeting Times for All Meetings Listed Below:**

**UPK-4:** 2:15-2:45 pm Chorus Room

**5-12:** 8:00-8:30 am Chorus Room

	September	October	November	December	January	February	March	April	May	June
<b>Grade Level Meetings</b>	<u>7th:</u> Grades 5,7,9,11; <u>28th:</u> 6, 8, 10, 12	<u>12th:</u> Grades 5,7,9,11	<u>16th:</u> 6, 8, 10, 12	<u>21st:</u> Grades 5,7,9,11	<u>25th:</u> 6, 8, 10, 12	<u>29th:</u> Grades 5,7,9,11	<u>28th:</u> 6, 8, 10, 12	<u>25th:</u> Grades 5,7,9,11	<u>23rd:</u> Grades 5,7,9,11; <u>30th:</u> 6, 8, 10, 12	None
<b>Faculty/Staff Meeting</b>	14	5	9	14	11	15	14	18	9	6
<b>Department</b>	21	19	2	7	18	1	21	4	16	None
<b>RTI (HS/MS)*</b>	None	26	30	None	4	8	7	None	2	None

\*If you are not on the RTI team, please meet with the opposite grade levels than what what is already scheduled for the month.

**9-12 Department Meeting Locations**

English-D28

Social Studies-D68

Math-D29

Science-D34

PE, Health-B42

Technology-D2

Art-D35

LOTE-D74

Music-B8

Special Ed-D61

**5-8 Department Meeting Locations**

English-B-41

Social Studies-D55

Math-B55

Science-D38

PE, Health-B42

Technology-D2

Art-D35

LOTE-D74

Music-B8

Special Ed-D61

**Grade Level Meeting Locations**

Grade 5-Ranieri B52

Grade 6-Palmer B41

Grade 7-Billings D65

Grade 8-Pietropaoli D55

Grade 9-Fletcher D36

Grade 10-Dumont D34

Grade 11/12-Todd D31

## **EVENING ACTIVITIES CALENDAR 2011-2012**

**Evening activities must be scheduled in advance, and cannot be scheduled on school nights, during vacations, on dates immediately prior to vacations of more than one day, or during basketball season, with the exception of tournaments and dinners which have been coordinated with the Athletic Director's game and practice schedule. Each club or class is allowed one such evening activity (Exception: Prom, Senior Play, Scholarship Dinners).**

**Should any organization/class wish to sponsor an evening activity which is a dance, they must follow the rules for dances which include obtaining 4 teacher chaperones, and getting band/ DJ approval, prior to advertising the dance. Any evening activity not requested by June 22, 2011 requires that the group itself attain the number of teacher chaperones designated by the administration PRIOR to advertising the event. As a penalty for late sign-up, ten percent of the profits from any such activity or \$25, whichever is the less, must be donated to student council.**

**First priority for a particular activity will go to organizations established with that activity.**

**All activities must conclude by 10 P.M. Clean-up committees must vacate the building by 10:30 P.M.**

**Student Council Evening/Day Activities  
2011-2012**

**September**

- 17<sup>th</sup> – FFA 3-D Archery Shoot
- 19-25<sup>th</sup> – Band and Chorus
- 26<sup>th</sup>-Oct. 2 – Band and Chorus

**October**

- 3<sup>rd</sup>-9<sup>th</sup> – FFA calendar sales
- 10-16<sup>th</sup> – Senior class/FFA calendar sales
- 17<sup>th</sup>-23<sup>rd</sup> – Juniors
- 24-30<sup>th</sup> – Sophomores
- 28<sup>th</sup> – Middle level activity
- 29<sup>th</sup> – PTSO Craft Fair

**November**

- Oct. 31-Nov. 6 – FFA fruit sales
- 7-13<sup>th</sup> – FFA fruit sales
- 14-20<sup>th</sup> – High School SADD
- 14-18<sup>th</sup> – PTSO Chinese Auction (teacher's room)
- 18<sup>th</sup> – Middle level activity (5 & 6 grade)
- 21<sup>st</sup>-27<sup>th</sup> – Freshmen
- 28<sup>th</sup>-Dec. 4 – Speech and Debate

**December**

- 2<sup>nd</sup> – Senior class activity
- 5-11<sup>th</sup> – Yearbook fundraiser
- 7-9<sup>th</sup> – PTSO Christmas Shop
- FFA All That Jazz Dance Recital
- 12-18<sup>th</sup> -
- 16<sup>th</sup> – Middle level activity (7 & 8 grade)

**January**

- 2-8<sup>th</sup> -
- 9-15<sup>th</sup> – 7<sup>th</sup> grade
- 16-22 -
- 20<sup>th</sup> – Middle level activity (5 & 6 grade)
- 23<sup>rd</sup>-29<sup>th</sup> – Juniors
- 28<sup>th</sup> – PTSO Scrapbook Event

**February**

- Jan. 30-Feb. 5 – Seniors
- 2<sup>nd</sup> – Senior Circus
- 6-12<sup>th</sup> – Sophomores
- 10<sup>th</sup> – Middle level activity (7 & 8 grade)
- 13-19<sup>th</sup> –
- 27<sup>th</sup>-Mar. 4<sup>th</sup> -

**March**

- 5-11<sup>th</sup> – Band and Chorus
- 12-18<sup>th</sup> – Band and Chorus
- 19-25<sup>th</sup> – 8<sup>th</sup> grade
- 23<sup>rd</sup> – Middle level activity (5 & 6 grade)
- 26<sup>th</sup>-April 1 – Speech and Debate
- 31<sup>st</sup> – FFA Pancake breakfast/open house

**April**

- 2-15<sup>th</sup> -
- 16-22<sup>nd</sup> -
- 20<sup>th</sup> – Middle level activity (7 & 8 grade)
- 21<sup>st</sup> – PTSO BMC Bargains/Garage Sale Fundraiser
- 23-29<sup>th</sup> -
- 27<sup>th</sup> – Speech & Debate Activity night
- Apr. 30-May 6 -

**May**

- 7-13<sup>th</sup> -
- 14-20<sup>th</sup> -
- 18<sup>th</sup> – Middle level activity (5 & 6 grade)
- 19<sup>th</sup> – FFA 3-D Archery Shoot
- 21-27<sup>th</sup> -
- 28<sup>th</sup>-June 3 -

**June**

- FFA All That Jazz Dance Recital
- 8<sup>th</sup> grade celebration night

**High School Student Council Meeting Dates (Room D-53)**

October 6<sup>th</sup>  
November 4<sup>th</sup>  
December 2<sup>nd</sup>  
January 6<sup>th</sup>  
February 3<sup>rd</sup>  
March 2<sup>nd</sup>  
April 5<sup>th</sup>  
May 4<sup>th</sup>  
June 1<sup>st</sup>

**Middle Level Student Council Meeting Dates (Room D-53)**

October 14<sup>th</sup>  
November 10<sup>th</sup>  
December 9<sup>th</sup>  
January 13<sup>th</sup>  
February 10<sup>th</sup>  
March 9<sup>th</sup>  
April 20<sup>th</sup>  
May 11<sup>th</sup>  
June 8<sup>th</sup>

- Please do not schedule a meeting when Student Council meetings are going on.
- Please make sure you have a representative at each meeting.
- The dates set up for middle level activities are open for any group to plan. If your group would like one of these days, please talk to a middle level student council member or advisor.

## Activities for 2011-2012

### September

- 13<sup>th</sup> – PTSO Meeting

### October

- 20<sup>th</sup> – Read-A-Loud

### November

- 15<sup>th</sup> – PTSO Meeting

### December

- 1<sup>st</sup> – Read-A-Loud
- 8<sup>th</sup> – PreK-1 Winter Concert
- 9<sup>th</sup> – Gr. 2-4 Winter Concert
- 12<sup>th</sup> – Chorus Concert
- 15<sup>th</sup> – Band Concert
- 16<sup>th</sup> – Concert snow date

### February

- 7<sup>th</sup> – PTSO Meeting

### March

- 15<sup>th</sup> – Read-A-Loud

### April

- 17<sup>th</sup> – PTSO Meeting

### May

- 3<sup>rd</sup>-6<sup>th</sup> – Salem Trip
- 16<sup>th</sup> – Chorus Spring Concert
- 17<sup>th</sup> – Academic Awards Banquet
- 23<sup>rd</sup> – Band Spring Concert
- 24<sup>th</sup>-28<sup>th</sup> – Senior Trip
- 31<sup>st</sup> – Elementary Band Concert

### June

- 2<sup>nd</sup> – Junior Prom
- 4<sup>th</sup> – PreK-1 Spring Concert
- 5<sup>th</sup> – Gr. 2-4 Spring Concert
- 7<sup>th</sup> – PreK Screening
- 18<sup>th</sup> – PreK Moving Up Day

Need: Follies, Honor Society Induction, Honor Society Ball, Musical, Senior Play, and etc.

## **5-12 Extracurricular Academic Eligibility 2011-2012**

Students involved in the Brushton-Moira Central School's 5-12 Extracurricular program should maintain an acceptable academic level. It is deemed unacceptable if the student is failing two or more subjects. Reporting of these subjects will be at the end of each **five-week interim and ten-week report** card period. The administration of this process will be the responsibility of each advisor. Activities to be included in this process for which students could become ineligible to attend are middle level dance or activity nights, club activities, school musical, talent shows, or other similar events. See additional notes below for performance based activities.

Advisors will check their students' standing against each **five-week interim and ten-week report** listing, distributed by the **guidance** office.

1. For the **first five week period that a student is failing two or more subjects**, the parent/student will receive a **warning letter** and the letter will give the student recommendations of how to improve their grade. The first time in which a student is failing two or more subjects, the student will be considered to be **on probation for the next five-week marking period but the student will still be allowed to participate in activities.**
2. If the student fails **two or more subjects a second time** during another **consecutive five-week marking period**, a letter will be sent home indicating that the student is **ineligible to participate in activities for the duration of next marking period and that an Academic Plan form will be given to the student so he/she can make a plan for improvement.** The parent will be required to sign and return the form to the guidance office. (\* see note below)
3. If the student fails **two or more subjects a third consecutive time** during the next five-week period, a letter will be sent home indicating that the student will be **ineligible to participate in activities for the duration of next marking period.** Student will be referred to IST/RTI team.
4. At the conclusion of any five-week marking period, if a student is failing **three** or more subjects, the student will automatically be **ineligible to participate in activities for the duration of the next marking period and that an Academic Plan form will be given to the student so he/she can make a plan for improvement.** The parent will be required to sign and return the form to the guidance office.

**\*Note: A student wishing to participate in one of the following performance activities (Senior Play, School Musical, Follies, Talent Show, or other performance based extracurricular activity) may only be a part of the group under the following conditions:** The student must attend Academic Studyhall 3 days/week in the morning every week during the period of ineligibility. He/she must attend practice as well. He/she must turn in a pass to the advisor from the Academic Studyhall teacher each day verifying that he/she did attend. While in Academic Studyhall the student must cooperate with all rules and productively complete assigned class and homework. The student will be expected to practice, but not attend or play in events/performances during the period of ineligibility. At the beginning of each new marking period, the advisor will be responsible for notifying the guidance office if a player becomes ineligible, but would like to continue with the group. Advisors are responsible for monitoring their player's fulfillment of the above criteria. If at any time a student does not meet the above stated conditions he/she will be ineligible to practice or participate in the performance activity.

# **2011-2012 B.M.C. EMPLOYEE HANDBOOK**

**Mission Statement: B.M.C., working cooperatively for the intellectual, physical and personal development of all our students so that they will become responsible, caring citizens prepared to meet future challenges.**

## **BRUSHTON-MOIRA CENTRAL SCHOOL**

Brushton-Moira Central School graduates will demonstrate the knowledge and skills necessary to meet the Learning Standards of the New York State Curriculum Frameworks and the following Brushton-Moira Central School Exit Performance Standards.

### COLLABORATIVE WORKER

- Employs cooperative strategies in diverse groups
- Listens to others with empathy
- Accepts different points of view
- Initiates ideas
- Completes assigned tasks
- Provides time, energy, and support to the group effort

### RESPONSIBLE CITIZEN

- Understands the rights and responsibilities of a citizen
- Exerts a high level of effort and strives for quality work
- Understands the structure and function of economic, political, and governmental systems at the local, state, national, and international levels
- Contributes to the community, in and out of school
- Identifies moral, ethical, and social issues and relates them to civic responsibilities

### EFFECTIVE COMMUNICATOR

- Speaks articulately with precise language to a variety of audiences
- Listens effectively
- Reads appropriate level materials with understanding
- Writes effectively in a variety of formats
- Comprehends communication through the arts and media
- Utilizes technology as an effective communication tool

### PROBLEM SOLVER

- Recognizes and defines the problem
- Locates, accesses, organizes, utilizes, and evaluates relevant information in a variety of formats
- Formulates a plan of action
- Implements the plan
- Evaluates the plan
- Revises the plan as appropriate
- Demonstrates willingness to take on new problems

### SELF-DIRECTED INDIVIDUAL

- Sets reasonable goals and applies problem solving techniques
- Assumes responsibility
- Maintains a positive self-image
- Demonstrates independent learning

Adopted March 11, 1996

**Classroom Accommodations and Modifications Checklist for Teachers**  
By Marilee Shannon

**Students with Organizational Problems**

- ✓ uncluttered work space and uncluttered work sheets
- ✓ set up quiet area of classroom
- ✓ establish daily classroom routine
- ✓ provide second set of books for home
- ✓ weekly/daily assignment notebooks
- ✓ list steps in assignments
- ✓ show samples of finished assignments
- ✓ use clock face to indicate due time
- ✓ preview and review material
- ✓ number workbook page
- ✓ use different color covers for textbooks
- ✓ notebook with dividers
- ✓ provide materials list
- ✓ provide options in written and verbal form
- ✓ use personal belonging check list
- ✓ use calendar to: breakdown tasks, indicate test dates, and provide weekly routine.

**Students with Auditory Discrimination Problems**

- ✓ preferential seating
- ✓ giving short oral directions
- ✓ give oral directions with written directions
- ✓ key points on blackboard
- ✓ the use of an FM trainer
- ✓ have note taker buddy
- ✓ provide teacher's copy of lecture outline
- ✓ visual and auditory information presented together
- ✓ have student repeat directions/assignment

**Students with Spelling Deficit**

- ✓ use of personal list of frequently used words
- ✓ use of spell check
- ✓ post commonly misspelled words
- ✓ don't penalize for spelling errors on written work
- ✓ use spelling drills in which students pick the correctly spelled word from among several choices

<b>Students with Written Expression Problems</b>	
	<ul style="list-style-type: none"> <li>✓ assign pre-writing activity</li> <li>✓ allow shortened answers</li> <li>✓ use visuals with written product</li> <li>✓ tape-record answers</li> <li>✓ give oral reports</li> <li>✓ voice activated computer program</li> <li>✓ provide guide for structured writing</li> <li>✓ use proofreading check list</li> <li>✓ accept outline vs. paragraph form</li> <li>✓ accept print or script</li> <li>✓ write answers on tests</li> </ul>
<b>Students with Learning/Reading Disabilities</b>	
	<ul style="list-style-type: none"> <li>✓ preview new vocabulary</li> <li>✓ color highlighting</li> <li>✓ use reading partners</li> <li>✓ illustrate vocabulary</li> <li>✓ use of outlining/webbing/diagrams</li> <li>✓ use of small reading discussion groups</li> <li>✓ use of index card for various processes</li> <li>✓ summarize main points</li> <li>✓ frequent review</li> <li>✓ frequent pauses, interject relevant questions</li> </ul>
<b>Students with Learning Disabilities-Math</b>	
	<ul style="list-style-type: none"> <li>✓ use of examples</li> <li>✓ use of graph/lined paper</li> <li>✓ folding paper in columns</li> <li>✓ flash cards/frequent repetition</li> <li>✓ use of symbols</li> <li>✓ use of problem solving sequence chart</li> <li>✓ verbalize steps</li> <li>✓ color code key operation symbols</li> <li>✓ use of computation aids</li> <li>✓ modify number of problems</li> <li>✓ use of manipulatives</li> </ul>

**Students with Visual Perception Problems**

- ✓ sit close to board
- ✓ enlarge print
- ✓ use of visual focusing aids
- ✓ note taker/ carbon copy of notes
- ✓ highlight text
- ✓ use print vs script
- ✓ oral directions
- ✓ use buddy reader
- ✓ use visual clues on paper
- ✓ color coding
- ✓ reduce visual distractions
- ✓ use verbal with visual instructions
- ✓ use of books on tape
- ✓ write on texts
- ✓ use directional makers

**Students with Verbal Expression Problems**

- ✓ provide extra time to answer
- ✓ fill in the blanks orally by answering specific questions
- ✓ use written work/projects instead of verbal
- ✓ use notes with oral reports
- ✓ small group discussion
- ✓ tape answers for tests

**Students with Motor Deficits**

- ✓ use of lined paper
- ✓ note takers
- ✓ tape record classes
- ✓ use arrows for directions
- ✓ use word processor
- ✓ arrange test answers in vertical format
- ✓ use markers to maintain place
- ✓ directional clues
- ✓ use every other line
- ✓ chart depicting letter formation
- ✓ locker with key or punch-numbered lock
- ✓ use of manipulatives

**9110.2**  
**5020.1**

**TO: COACHES, ADVISORS, AND STUDENT ACTIVITY ORGANIZERS**

**FROM: SECONDARY PRINCIPAL**

**RE: STUDENT ELIGIBILITY**

Please check for both academic and behavior eligibility of students in your sport, play, musical, class activity, fundraiser, or other extra-curricular event.

This can be checked by acquiring the academic ineligibility list that is distributed every 5 weeks and by giving the detention monitor a listing of your students so that he/she can check their accumulated detentions.

Students with ten or more unserved hours of detention, or five unserved hours and two skips, are not allowed to participate in any activity, as well as those listed on the ineligibility list.

## MAKING DETENTIONS BENEFICIAL FOR YOUR STUDENT

Although it seems at times as if violent and disruptive behavior is too often the norm in School across our nation, there are still many measures that we can take to control student behavior in our classes. Although the best discipline plan is one that prevents problems from beginning, some situations will inevitably arise that will need to be handled privately by teachers and students. One way to do this is by detaining students after school.

Plan to make detentions – the act of keeping students after school – productive times where the purpose is to resolve problems that the detained student is having in your class. Many teachers make the mistake of using detentions only to punish students. If it is your goal to help students improve their behavior, then you should plan detention activities that will help you reach that goal and that are not merely punishment for students.

Although there are dozens of approaches to take when detaining students, the following methods and suggestions should make the process easy to manage and effective in preventing more misbehavior.

### **How to Issue a Detention Notice**

1. Find out what your district's policy on student detentions entails. If your district encourages you to use this method of disciplining students, educate yourself about the correct procedures to follow. Be meticulous in following them.
2. Decide what to do if a student does not serve the detention. What should happen next! What should you do! Determine what the policy is on this issue before you need to implement it.
3. Many students take detentions lightly, but most parents do not. Use this to your advantage. Getting parents or guardians to cooperate with you in having a child serve a detention is a sensible course of action. Call home to let them know a detention notice has been issued to their child. Ask for their cooperation in helping the student serve it.
4. If your district allows it and it's convenient for you, consider holding morning detentions.
5. Before you write out the detention notice, try to prevent the misbehavior. Privately warn the student of the rule he or she is breaking and that a detention is a consequence for breaking that rule. Students should not be surprised when you issue a detention for misbehavior.
6. Be very clear with your students that a parent or guardian must sign the notice and that they must return it before they can serve the detention. You should never cause a parent worry because a child was late coming home from school and the parent had not been informed of the detention.

7. If a student loses control and crumples or tears the notice, continue to act in a very calm manner. If the student does not come back for the note and apologize before the end of the school day, contact his or her parents or guardians by phone at once. You should also lengthen the time of the detention since additional misbehavior now has to be resolved.
8. Be careful to protect yourself. Do not remain in your classroom with a student after school with your door closed. Keep the door open at all times to avoid being unfairly accused of misconduct.

### **Other Uses for Detention Time**

Students do not have to misbehave to be detained after school. There are many reasons for you to work with students outside of class. Some academic reasons for detaining students are to make up work, to tutor or be tutored, and to get extra help on study habits.

### **ESSAY QUESTIONS THAT WILL HELP SOLVE DISCIPLINE PROBLEMS**

Sometimes you will need to talk with your students about a particular problem they are having in class. One of the best ways to get students to think about what they have done and what they need to do to correct the situation is to have them write out their thoughts in a fairly organized manner before they try to talk with you about it. Such an essay is not busy work; rather, it is a useful tool to begin a dialogue with students.

Have students write these responses at an after-school detention or during a conference. They could even write them at home and bring them to the conference or detention if it seems appropriate to you and your students. Each of these should be used as a prelude to a conference, not just as punishments in themselves.

1. What steps can I take to make sure I get to class on time?
2. How can I improve the way I tackle the homework assignments I have each night so that I can benefit from them?
3. What other choices can I make rather than continue to hit or insult my classmates?
4. What steps should I take when I am having trouble with an assignment?
5. What are the reasons why I should turn in all work on time?
6. What are my goals for this class and how can I achieve them?
7. What methods can I use to help stay focused in class?
8. What are some of the ways I can show that I respect the rights of my classmates?
9. What are some of the ways I can show that I respect myself?
10. What are some of the appropriate behaviors I have used in this class in the past?

## **WHEN YOU HAVE TO REFER A STUDENT TO AN ADMINISTRATOR**

At some point in your career, you will probably have to refer a student to an administrator for behavior that is either severely or persistently in violation of school or classroom rules. While no teacher likes to refer a student to an administrator, there are ways to make the process easier for everyone involved.

### **After the Infraction Has Occurred**

1. Once a student has misbehaved to the point that you will refer him or her to an administrator, make sure you prevent a bad situation from becoming worse by maintaining the student's dignity and privacy in front of classmates.
2. When you talk with a student about an infraction, don't threaten or bully the student even if you are angry. Calmly state your policy and the consequences for misbehavior.
3. Calm down before you write the referral. Your language should be as professional and objective as possible. Write the referral in language that is behavior-oriented and factual. Do not state your opinion of the student's behavior or sink to name calling.
4. Call the student's parents or guardians before the end of the day to inform them of the incident and of your action in referring their child to an administrator.
5. Make sure you also tell the student when you refer him or her to an administrator. The best way to do this is privately at the end of class.
6. Once you have referred a student to the office, let go of it emotionally. By completing and turning in a referral form, you have put it into someone else's *hands*. Some administrators may take a different approach to solving the problem from yours. Don't try to second-guess administrators when they need to make decisions about the best course of action to take.
7. Go back and examine the actions that led to the final referral. Was there anything you could have done early in your relationship with this student to prevent this misbehavior from reaching the final point!

*"Education makes people easy to lead, but difficult to drive; easy to govern, but impossible to enslave"*  
--Lord Brougham

Source: Discipline Survival Kit for the Secondary Teacher, Julia G. Thompson, The Center for Applied Research in Education, West Nyack, New York

# **KEEP ON TRACK!**



## **Brushton-Moira Central**

## **DISCIPLINE PROCEDURES**

### **Category 1**

- 1. Late to Class**
- 2. Illegal Tardies/Absences**
- 3. Skipping teacher conference or teacher detention**
- 4. Repeatedly unprepared for class**
- 5. Conversational use of inappropriate language**
- 6. Not following classroom or teacher rules**
- 7. Not being where you are suppose to be**
- 8. Minor class disruption**
- 9. Littering**
- 10. Unauthorized food/drink in halls**
- 11. Inappropriate clothing, etc.**
- 12. Any other offense deemed category 1 by the administration**

### **Consequences**

- 1. Teacher administered detention plus phone call home**
- 2. 3 Administrative detentions or ISP**
- 3. 5 Administrative detentions or ISP**
- 4. Loss of privileges**

### **Category 2**

- 1. Skipping administrative detention**
- 2. Class disruption**
- 3. Disrespect to staff**
- 4. Skipping class/leaving class without permission**
- 5. Forgery or false identification**
- 6. Harassment/Obscenities/Bullying**
- 7. Hands on contact (pushing, shoving, kicking, etc.)**
- 8. Leaving school without permission**
- 9. Insubordination**
- 10. Any other offense deemed category 2 by the administration**

### **Consequences**

- 1. 3 Administrative detentions or ISP**
- 2. 5 Administrative detentions or ISP**
- 3. 2 days of ISP**
- 4. 1-3 day(s) suspension and PINS petition if appropriate**

### **Category 3**

- 1. Theft**
- 2. Vandalism**
- 3. Driving to BOCES without permission**
- 4. Reckless driving**
- 5. Disruptive behavior at school-sponsored activities**
- 6. Any other offense deemed category 3 by the administration**

**Consequences**

- 1. Restitution**
- 2. Cleaning**
- 3. Confiscation**
- 4. Loss of privileges**
- 5. Detention**
- 6. Suspension**
- 7. Possible notification of law enforcement agency**

**Category 4**

- 1. Serious Harassment/Threats**
- 2. Fighting with punches thrown**
- 3. Use/possession/sale of tobacco products**
- 4. Verbal abuse of staff**
- 5. Gross insubordination**
- 6. Any other offense deemed category 3 by administration**

**Consequences**

- 1. 1-3 day(s) suspension**
- 2. 3-5 days suspension and PINS petition if appropriate**
- 3. 5 day suspension & Superintendent Hearing**

**Category 5**

- 1. Assault**
- 2. Arson**
- 3. Major fighting/refusal to stop**
- 4. False Fire Alarm/Bomb Threat**
- 5. Weapons in school**
- 6. Use/possession/sale of drugs, alcohol, or illegal substances**

**Consequences**

- 1. 5 days OSS and notification of law enforcement agency**
- 2. Superintendent's Hearing – long-term suspension**
- 3. Permanent suspension**
- 4. PINS petitions if appropriate**

**Truancy**

- 1. 5 Administrative detentions**
- 2. 3 days ISP**
- 3. 5 days ISP and PINS petition if appropriate**
- 4. Superintendent's Hearing**

## **MANDATORY STUDY HALL GUIDELINES**

In order to create an atmosphere in which students have the privilege of working and studying in a quiet environment free of distractions, these procedures are to be followed in all study halls:

1. Students should report to study hall with all books and materials they need for the entire period.
2. Attendance must be taken before anyone is allowed to sign out.
3. Maintain a Sign-In and Sign-Out sheet--showing the time students leave the room, when they return, and their destination. (These are available in the high school office.)
4. **No students may leave the room without a signed pass with dates, and times clearly indicated.** Students may be allowed to leave if they come with a pre-signed pass (from nurse, guidance, teacher, etc.).
5. Locker and bathroom privileges should be limited to one boy or girl at a time and only once per period.
6. Only 10 students are allowed to go to the Library from each study hall per period. Students will also Be required to sign in and out of the Library.
7. Students who go to the Library must remain in the Library until the end of the period. Those who abuse the privilege can lose it.
8. Teachers should use their discretion as to students helping other students with assignments and talking should be kept to a minimum.
9. Students will not be allowed to leave study halls without a presigned pass.
10. Establish a seating chart and follow it daily. Students are not allowed to leave their seats without your permission.
11. **No** permanent passes will be allowed from study hall to any location. All students must report to study hall for attendance.
12. All students must follow all other rules in the Student Code of Conduct (in the student handbook).
13. Students are not allowed to use electronic devices (such as Ipods, CD Players, mp3 players, or cell phones).

# Summary Guide for MANDATED REPORTERS In New York State

## Table of Contents

Who Are Mandated Reporters? .....	2
When Am I Mandated to Report? .....	3
What Is Abuse and Maltreatment? .....	4
How Do I Recognize Child Abuse and Maltreatment? .....	5
Where Do I Call to Make a Report? .....	7
What Happens When I Call the SCR? .....	8
What Protection or Liability Do I Have? .....	10
Who Provides Training for Mandated Reporters? .....	11
Conclusion .....	13

Certain professionals are required by law to report suspected child abuse or maltreatment to the New York Statewide Central Register (SCR) of Child Abuse and Maltreatment. The law also assigns civil and criminal liability to those professionals who do not comply with their mandated reporter responsibilities.

This booklet provides mandated reporters with an overview of their obligations and some basic information about the New York State Child Protective Services System (CPS). For additional copies of this pamphlet or for further information about child abuse and maltreatment, visit our website at: [www.ocfs.state.ny.us](http://www.ocfs.state.ny.us).

## Who Are Mandated Reporters?

New York State recognizes certain professionals to be specially equipped to hold the important role of mandated reporter of child abuse or maltreatment. Those professionals include:

- Physician
- Registered physician's assistant
- Surgeon
- Medical examiner
- Coroner
- Dentist
- Dental hygienist
- Osteopath
- Optometrist
- Chiropractor
- Podiatrist
- Resident
- Intern
- Psychologist
- Registered nurse
- Social worker
- Emergency medical technician
- Licensed creative arts therapist
- Licensed marriage and family therapist
- Licensed mental health counselor
- Licensed psychoanalyst
- Hospital personnel engaged in the admission, examination, care or treatment of persons
- Christian Science practitioner
- School official
- Social services worker
- Day care center worker
- Provider of family or group family day care
- Any employee or volunteer in a residential care facility for children
- Any other child care or foster care worker
- Mental health professional
- Substance abuse counselor
- Alcoholism counselor
- Peace officer
- Police officer
- District attorney or assistant district attorney
- Investigator employed in the Office of the District Attorney
- Any other law enforcement official

The entire current list can be found in Section 413 of the New York Social Services Law, this can be accessed through the New York State Legislature's website (<http://public.leginfo.state.ny.us/menuf.cgi>). Click on Laws of New York to access Social Services Law.

## When Am I Mandated to Report?

Mandated reporters are required to report suspected child abuse or maltreatment when, in their official or professional role, they are presented with a reasonable cause to suspect child abuse or maltreatment where a child, parent, or other person legally responsible for the child is before the mandated reporter when the mandated reporter is acting in his or her official or professional capacity.

“Other person legally responsible” refers to a guardian, caretaker, or other person 18 years of age or older who is responsible for the care of the child. (See page 9 for more information on referrals to law enforcement officials.)

### Professional Role

For example, a doctor examining a child in her practice who has a reasonable suspicion of abuse must report her concern. In contrast, the doctor who witnesses child abuse when riding her bike while off duty is not mandated to report that abuse. The mandated reporter’s legal responsibility to report suspected child abuse or maltreatment ceases when the mandated reporter stops practicing his/her profession. Of course, anyone may report any suspected abuse or maltreatment at any time, and is encouraged to do so.

### Reasonable Cause to Suspect

Reasonable cause to suspect child abuse or maltreatment means that, based on your rational observations, professional training and experience, you have a suspicion that the parent or other person legally responsible for a child is responsible for harming that child or placing that child in imminent danger of harm. Your suspicion can be as simple as distrusting an explanation for an injury.

## What Is Abuse and Maltreatment?

### Abuse

Abuse encompasses the most serious harms committed against children. An abused child is one whose parent or other person legally responsible for his or her care inflicts serious physical injury upon the child, creates a substantial risk of serious physical injury, or commits a sex offense against the child. Abuse also includes situations where a parent or other person legally responsible knowingly allows someone else to inflict such harm on a child.

### Maltreatment (including Neglect)

Maltreatment means that a child’s physical, mental or emotional condition has been impaired, or placed in imminent danger of impairment, by the failure of the child’s parent or other person legally responsible to exercise a minimum degree of care by:

- failing to provide sufficient food, clothing, shelter, education; or
- failing to provide proper supervision, guardianship, or medical care (refers to all medical issues, including dental, optometric, or surgical care); or

- inflicting excessive corporal punishment, abandoning the child, or misusing alcohol or other drugs to the extent that the child was placed in imminent danger. Poverty or other financial inability to provide the above is not maltreatment.

Note: The definitions of abuse and maltreatment are somewhat different for children in residential facilities operated or licensed by state agencies.

## How Do I Recognize Child Abuse and Maltreatment?

The list that follows contains some common indicators of abuse or maltreatment. This list is not all-inclusive, and some abused or maltreated children may not show any of these symptoms.

### Indicators of Physical Abuse can include:

- Injuries to the eyes or both sides of the head or body (accidental injuries typically only affect one side of the body);
- Frequent injuries of any kind (bruises, cuts and/or burns), especially if the child is unable to provide an adequate explanation of the cause. These may appear in distinctive patterns such as grab marks, human bite marks, cigarette burns, or impressions of other instruments;
- Destructive, aggressive, or disruptive behavior;
- Passive, withdrawn, or emotionless behavior; and
- Fear of going home or fear of parent(s).

### Indicators of Sexual Abuse can include:

- Symptoms of sexually transmitted diseases;
- Injury to genital area;
- Difficulty and/or pain when sitting or walking;
- Sexually suggestive, inappropriate, or promiscuous behavior or verbalization;
- Expressing age-inappropriate knowledge of sexual relations; and
- Sexual victimization of other children.

### Indicators of Maltreatment can include:

- Obvious malnourishment, listlessness, or fatigue;
- Stealing or begging for food;
- Lack of personal care—poor personal hygiene, torn and/or dirty clothes;
- Untreated need for glasses, dental care, or other medical attention;
- Frequent absence from or tardiness to school; and
- Child inappropriately left unattended or without supervision.

## Where Do I Call to Make a Report?

As soon as you suspect abuse or maltreatment, you must report your concerns by telephone to the SCR. The SCR is open 24 hours a day, seven days a week, to receive your call. The timeliness of your call is vital to the timeliness of intervention by local Child Protective Services (CPS). You are not required to notify the parents or other persons legally responsible either before or after your call to the SCR. In fact, in some cases, alerting the parent may hinder the local Child Protective Services investigation and adversely affect its ability to assess the safety of the children. The telephone numbers are:

Mandated Reporter ..... (800) 635-1522  
Public Hotline ..... (800) 342-3720

Oral reports to any of the hotlines must be followed within 48 hours by a written report on Form LDSS-2221A to the local CPS.

A copy of this mandated reporter form can be obtained by contacting your local CPS office, or by accessing the New York State Office of Children and Family Services (OCFS) website at [www.ocfs.state.ny.us](http://www.ocfs.state.ny.us) and clicking on the "Forms" and "LDSS-2221A" links.

### Local CPS Role and Responsibilities

When a report is registered at the SCR, the local Department of Social Services is immediately notified for investigation and follow-up. A local Child Protective Services caseworker will initiate an investigation within 24 hours. CPS intervention consists of an evaluation of the child and other children in the home, and the development of a plan to meet the needs of the child and family. If there is an immediate threat to the child's life or health, CPS may remove the child from the home.

## What Happens When I Call the SCR?

There may be times when you have very little information on which to base your suspicion of abuse or maltreatment, but this should not prevent you from calling the SCR. A trained specialist at the SCR will help to determine if the information you are providing can be registered as a report. The LDSS-2221A mandated reporter form can be used to help you organize the identifying or demographic information you have at your disposal. Be sure to ask the SCR specialist for the "Call I.D." assigned to the report you have made. If the SCR staff does not register the child abuse or maltreatment report, the reason for the decision should be clearly explained to you. You may also request to speak to a supervisor who can help make determinations in difficult or unusual cases.

Upon request, CPS may obtain from the mandated reporter those records which are essential to a full investigation of alleged child abuse and maltreatment for any report made by the mandated reporter. The mandated reporter must determine which records are essential to the full

investigation and provide those records to CPS when requested to do so. Within 60 days of initiating the investigation, CPS will determine whether the report is indicated or unfounded. Mandated reporters may ask to be informed of the outcome of the report.

## Law Enforcement Referrals

If a call to the SCR provides information about an immediate threat to a child or a crime committed against a child, but the perpetrator is not a parent or other person legally responsible for the child, the SCR staff will make a Law Enforcement Referral (LER). The relevant information will be recorded and transmitted to the New York State Police Information Network or to the New York City Special Victims Liaison Unit for action. This is not a CPS report, and local CPS will not be involved.

# What Protection or Liability Do I Have?

## Source Confidentiality

The Social Services Law provides confidentiality for mandated reporters and all sources of child abuse and maltreatment reports. OCFS and local CPS are not permitted to release to the subject of the report any data that would identify the source of a report unless the source has given written permission to do so. Information regarding the source of the report may be shared with court officials, police, and district attorneys but only in certain circumstances.

## Immunity from Liability

If a mandated reporter makes a report with earnest concern for the welfare of a child, he or she is immune from any criminal or civil liability that might result. This is referred to as making a report in “good faith.”

## Penalties for Failure to Report

Anyone who is mandated to report suspected child abuse or maltreatment—and fails to do so—could be charged with a Class A misdemeanor and subject to criminal penalties. Further, mandated reporters can be sued in a civil court for monetary damages for any harm caused by the mandated reporter’s failure to make a report to the SCR.

# Who Provides Training for Mandated Reporters?

The New York State Education Department (SED) Office of the Professions oversees the training requirements for mandated reporters. Some categories—including teachers, many medical professionals, and social workers—need this training as part of their licensing requirement. The training may be included in their formal education program. The New York State Office of Children and Family Services (OCFS) is proud to be one of more than 200 providers authorized by the SED to offer mandated reporter training, and has developed a comprehensive curriculum with content customized to medical professionals, educators, law enforcement personnel, day

care providers, and human services staff. OCFS has shared this well-received curriculum with other licensed providers of mandated reporter training, as well as colleges and universities across the state that provide educational programming in the fields covered by the mandated reporter statute. OCFS also offers periodic satellite videoconferences, broadcast through the New York Network; a two-day Training for Trainers program; and is currently developing Web-based training. OCFS provides extensive mandated reporter training through a contractual agreement with the Center for Development of Human Services (CDHS), part of the Research Foundation of SUNY, Buffalo State College. For more information, visit OCFS's Mandated Reporter Training Resource Center Website at [www.bsc-cdhs.org/mr/](http://www.bsc-cdhs.org/mr/). All training offered through OCFS is at no cost to the participant.

## Conclusion

Protecting children and preventing child abuse and maltreatment does not begin or end with reporting. Efforts to prevent child abuse and maltreatment can only be effective when mandated reporters and other concerned citizens work together to improve the safety net in their communities.

To be most effective, your local CPS needs strong partnerships within your community. By getting to know the staff in your local CPS unit, you will gain a better understanding of how your local program is structured, and CPS will better understand how to work more effectively with you. By working together, we can better protect our vulnerable children.

### State of New York

Pub. 1159 (Rev. 12/06)

### New York State Office of Children & Family Services

Pursuant to the Americans with Disabilities Act, the New York State Office of Children and Family Services will make this material available in large print or on audiotape upon request.

Capital View Office Park  
52 Washington Street  
Rensselaer, New York 12144

Visit our website at:

[www.ocfs.state.ny.us](http://www.ocfs.state.ny.us)

To report child abuse and neglect, call: 1-800-342-3720

For information on the Abandoned Infant Protection Act, call: 1-866-505-SAFE (7233)

For child care, foster care, and adoption information, call: 1-800-345-KIDS (5437)

For information about services for the blind, call: 1-866-871-3000 or 1-866-871-6000 TDD

Mandated Reporters Hotline for child abuse and maltreatment reports: 1-800-635-1522

## **Philosophy of HIV/AIDS Instructional Program**

**March 15, 2004**

The Brushton-Moira Central School HIV/AIDS Instructional Program shall be guided by the following:

- Health promoting information at an age – appropriate level will be an integral part of the total health education program to prevent the transmission of HIV/AIDS. Healthy skills and behaviors include the use of abstinence and/or risk-reduction, knowledge, skills, attitudes and behaviors shown to eliminate and/or reduce HIV transmission. These skills and behaviors also include: respecting other people’s concerns; expecting positive peer encouragement and support; having a personal network of supportive people from family, school, and community; and, adopting healthy behaviors.
- The importance of family values is recognized; therefore, the program will include activities to promote student – parent communication and respect for parental rights.
- The use of universal precautions in regard to contact of bodily fluids will be taught and practiced.
- Sexual abstinence will be promoted as the most reliable way to prevent HIV/AIDS transmission. Sexual abstinence is a means of increasing positive career choices, enhancing family relationships, simplifying students’ concerns, and promoting emotional and physical wellness.

The AIDS Advisory Committee revised this Philosophy Statement on March 15, 2004.

DATE \_\_\_\_\_

Dear Parents/Guardians:

We will soon begin lessons about \_\_\_\_\_ in our grade \_\_\_\_\_ class. The State Education Department states that HIV/AIDS instructions must be provided to all students. These lessons will consist of information regarding the following topics:

\_\_\_\_\_  
\_\_\_\_\_

The lessons are Board of Education approved for students at this level.

In order to ensure that we are providing an education that meets your approval, we request your written permission for your son or daughter to be in the classroom for these lessons. We understand that people have different family values and beliefs. For this reason, we offer the opportunity for input from the family. If you have any questions at all, please feel free to call me at school. Thank you.

Sincerely,

\_\_\_\_\_  
Teacher

Best time to phone \_\_\_\_\_ 529-7342 (HS) 529-7324 (GS) \_\_\_\_\_

YES \_\_\_ I would like my son/daughter

\_\_\_\_\_ to participate in these lessons at school.

NO \_\_\_ I would NOT like my son/daughter

\_\_\_\_\_ to participate in these lessons at school, and I assure you that I will provide such instruction at home.

Signed \_\_\_\_\_(Parent/Guardian)

PLEASE RETURN THIS SHEET TO SCHOOL AS SOON AS POSSIBLE.

BY \_\_\_\_\_(date) AT THE LATEST.

THANK YOU!

PROTOCOL FOR HANDLING BLOOD SPILLS IN SCHOOLS

PURPOSE: In cleaning a blood or body fluid spill, safety measures should be used in order to protect the person doing the cleaning and to decontaminate all surfaces involved.

EQUIPMENT: Disposable Rubber Gloves                      Disinfectant Soap  
Clorox    Lysol  
Pail    Hydrogen Peroxide  
Plastic Garbage Bag    Sponge, Handi-wipe Towels, or Paper towels

- PROCEDURE:
1. When blood is spilled within the school building, secure the area; keep all people away from it. Call upon custodial staff to institute procedures 2-10.
  2. Using household bleach (e.g. Clorox) make up a 10% solution of Clorox by adding 1 part Clorox to 9 parts of water. (Example: one cup of Clorox to 9 cups water). The amount needed depends on the area needed to be cleaned.
  3. Use rubber gloves to protect your hands while cleaning the blood spills and while handling any blood-covered material.
  4. Wash down the surfaces with blood using the Clorox solution and whatever cloth or towel is necessary (depending on the amount of blood present).
  5. Discard all towels contaminated with blood, and gloves, in a plastic bag which can be closed tightly and tied.
  6. Blood stained clothing may be treated with Hydrogen Peroxide. It should then be thoroughly washed in soapy water using a disinfectant soap.
  7. A disinfectant soap should be used to wash blood off your skin.
  8. Blood stained carpet can be sprayed with Lysol until professional carpet cleaning can be done.
  9. Surfaces contaminated by body fluids other than blood (sputum, urine, feces, and vomitus) should be cleaned with the Clorox solution.
  10. Special efforts should be made to assure that used sanitary napkins are properly disposed of in plastic bags, which can be adequately sealed.

## STATEMENT OF COMPLIANCE

The Brushton-Moira Central School District does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, sexual orientation or other prescribed bases in its programs, activities, or employment matters.

NOTE: ANY PERSON, STUDENT PARENT, OR EMPLOYEE WITHIN THE BRUSHTON-MOIRA CENTRAL SCHOOL DISTRICT may readily receive information detailing how to pursue concerns or complaints regarding discrimination or harassment on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender or sexual orientation by asking for the “Brushton-Moira Central School Discrimination/Harassment Grievance Procedure” available in each of our school district’s office or by contacting either Compliance Coordinator.

Secondary Principal 518-529-7342  
Middle Level Principal 518-529-7324  
Brushton-Moira Central School  
758 County Route 7  
Brushton, New York 12916

## SEXUAL HARASSMENT

It is the policy of the Board of Education (the "Board") of the Brushton-Moira Central School District (the "School District") that students and employees be free from all forms of sex discrimination, including sexual harassment, in the classroom and work environment. In accordance with the Board's continuing commitment to equal employment and educational opportunities, and pursuant to the **Equal Employment Opportunity Commission's Guidelines on Discrimination Because of Sex**, the School

Board adopts the following policy:

### Statement of Policy

1. Acts of sexual harassment will not be tolerated in the School District environment.
2. The term "sexual harassment" includes unwelcome sexual advances, requests or sexual favors and other verbal or physical conduct of a sexual nature when:
  - a) submission to such conduct is, either explicitly or implicitly, a term or condition of an individual's employment; or
  - b) submission to or rejection of such conduct by an individual is the basis for academic or employment decisions affecting such individual; or
  - c) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or learning environment; or
  - d) such conduct refers to behavior that is not welcome, that is personally offensive, that lowers morale and that interferes with the School District's effort and obligation to efficiently and effectively educate its students; and/or
  - e) such conduct does not only depend upon the offender's intention, but also upon how the victim perceives the behavior or is affected by it.
3. No employee or student shall take any reprisals or retaliate against any complainant or Other person because he/she has filed a complaint, opposed discrimination or harassment, or cooperated in any investigation hereunder.

### **Investigation of Complaints**

1. The Board believes that sexual harassment, like any other civil right violation, creates an unhealthy atmosphere destructive of the School District's educational purpose. The District's administration is to promptly investigate the alleged harassment. The Board will affect an appropriate remedy whenever an allegation is determined to be valid.
2. Procedures to be followed by the administration in responding to sexual harassment complaints are found in Board Policy 9110-1-R.

### **Discipline**

1. Acts of sexual harassment committed by students shall constitute disorderly conduct and insubordination in violation of School District policy for purposes of Education Law Section 3214.

9110.2  
5020.1

2. Conduct on the part of personnel which constitutes sexual harassment shall be considered misconduct and shall constitute insubordination in violation of School District policy for purpose of Education Law Section 3020-a and Civil Service Law Section 75.
3. Conduct on the part of individuals who are not employees or students in the District which constitutes sexual harassment may result in that individual being prohibited from entering upon School District property.

ADOPTED: September 11, 1995

BRUSHTON-MOIRA CENTRAL SCHOOL DISTRICT  
GRIEVANCE FORM  
Title IX & Section 504 of the Rehabilitation Law of 1973

Name of:

Student \_\_\_\_\_

Employee \_\_\_\_\_

Department and Building \_\_\_\_\_

Statement of Complainant: fully describe nature of alleged events or conditions constituting the grievance, and the identity of the responsible party.

Solution Suggested by Complainant: clearly state redress sought.

\_\_\_\_\_  
Signature of Student or Employee

\_\_\_\_\_  
Date Submitted

NB:

- 1) The complaint may appeal the decision rendered by filing an appeal with:  
The New York State Commissioner of Education  
New York State Education Department  
Washington Avenue  
Albany, New York 12234
  
- 2) The complainant may also file a complaint with either or both of the agencies listed below. The complaint may be filed simultaneously through this agency's channels and the channels listed below.
  - a) Federal Office for Civil Rights  
26 Federal Plaza  
New York, New York 10278
  
  - b) New York State Division of Human Rights  
99 Washington Avenue  
Albany, New York 12210

PLEASE FORWARD TO THE TITLE IX OR SECTION 504 COMPLIANCE OFFICER

Signature of Compliance Officer \_\_\_\_\_

Date Received \_\_\_\_\_

**TITLE IX - COMPLIANCE STATEMENT**

The Brushton-Moira Central School, in recognition of the obligation imposed by Title IX of the Education Amendments, affirms its intent to comply with the provisions of the Act to the end that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Questions relating to Title IX of the Education Amendments of 1972 including concerns with various policies as well as a Grievance Procedure and Record of Compliant Form should be directed to:

Title IX Coordinator  
High School Principal  
Brushton-Moira Central School  
758 County Rt. 7  
Brushton, New York 12916  
Telephone: 518-529-7342

**STATEMENT OF COMPLIANCE**

The Brushton-Moira Central School District does not discriminate on the basis of age, color, religion, creed, disability, sexual orientation or other prescribed bases in its programs, activities, or employment matters.

NOTE: ANY PERSON, STUDENT, PARENT, OR EMPLOYEE WITHIN THE BRUSHTON-MOIRA CENTRAL SCHOOL DISTRICT may readily receive information detailing how to pursue concerns or complaints regarding discrimination or harassment on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender or sexual orientation by asking for the "Brushton-Moira Central School Discrimination/Harassment Grievance Procedure" available in each of our school district's offices or by contacting either Compliance Coordinator.

Steven Grenville, Secondary Principal (518) 529-7342  
Nenette Greeno, Middle Level Principal (518) 529-7324  
Brushton-Moira Central School  
758 County Route 7  
Brushton, New York 12916

**BRUSHTON-MOIRA CENTRAL SCHOOL DISTRICT  
DISCRIMINATION/HARASSMENT COMPLAINT FORM**

Name and position of complainant: \_\_\_\_\_

\_\_\_\_\_

Date of complaint: \_\_\_\_\_

Name of alleged harasser: \_\_\_\_\_

Date and place of incident: \_\_\_\_\_

Statement of Complainant: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of witness(s) (if any): \_\_\_\_\_

\_\_\_\_\_

Has the incident been reported before: \_\_\_\_\_

If yes, when? to whom? \_\_\_\_\_

\_\_\_\_\_

What was the resolution: \_\_\_\_\_

\_\_\_\_\_

Solution suggested by Complainant: Clearly state redress sought.

\_\_\_\_\_

\_\_\_\_\_  
Signature of Student or Employee

\_\_\_\_\_  
Date Submitted:

Complaint Notified \_\_\_\_\_  
(Date)

Acceptance or Disagreement \_\_\_\_\_  
Signature

**If needed, continue responses to the above questions on attached sheet(s). File this form with the building principal, or if unavailable with the Superintendent.**

NB:

1. The complainant may appeal the decision rendered by filing an appeal with:  
The New York State Commissioner of Education  
New York State Education Department  
Washington Avenue  
Albany, New York 12234

2. The complainant may also file a complaint with either or both of the agencies listed below. The complaint may be filed simultaneously through this agency's channels and the channels listed below.

- a) Federal Office of Civil Rights  
26 Federal Plaza  
New York, New York 10278
  
- b) New York State Division of Human Rights  
99 Washington Avenue  
Albany, New York 12210

PLEASE FORWARD TO THE TITLE IX/SECTION 504 COMPLIANCE OFFICER

Signature of Compliance Officer: \_\_\_\_\_

Date Received: \_\_\_\_\_

**ANTI-DISCRIMINATION/ANTI-HARASSMENT POLICY**

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

Sexual harassment does not only depend upon the offender's intention, but also upon how the victim perceives the behavior or is affected by it. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from peers as well as supervisors.

Therefore, the Board condemns all unwelcome behavior of a sexual nature which is either designed to extort sexual favors from an employee as a term or condition of employment, or which has the purpose or effect of creating an intimidating, hostile, or offensive working environment. In addition, the Board condemns all unwelcome behavior of a sexual nature which is addressed to a student to extort sexual favors from the student, or which has the purpose or effect of creating an intimidating, hostile, or offensive environment within the District. The Board also strongly opposes any retaliatory behavior against complainants or any witnesses.

Any employee or student who believes that he or she has been subjected to harassment should report the alleged misconduct to their respective elementary or secondary principal/District Compliance Officers, and the complaint will be promptly and thoroughly investigated.

If the investigation reveals that the complaint is valid, immediate and appropriate corrective action will be taken to stop the discrimination or harassment, and to prevent its recurrence. Disciplinary action against an employee or student guilty of discrimination or harassment, where warranted, shall be taken in a manner consistent with the Education law, Civil Service Law, and any applicable collective bargaining agreement. The complainant shall be notified of the results of the investigation, and of any final remedial action taken.

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

Copies of this policy, and procedures for reporting, investigating and remedying allegations of discrimination or harassment will be made available upon request, to both employees and students. Such procedures are to be consistent with any applicable provisions contained in the District's collective bargaining agreements and the tenure laws.

A Statement of Compliance with federal and state law, notes the availability of this document, and states the name, office address and telephone number of the Compliance Coordinator, shall be communicated in appropriate publications of, and from, the District.

**ADOPTED: February 14, 1994**  
**August 22, 1994**

## COMPREHENSIVE ATTENDANCE POLICY

1. The overall objectives of Brushton-Moira Central School's Comprehensive Attendance policy are stated as follows:

Education is one of the most valuable undertakings of our country. Formal schooling is not only very desirable but also absolutely essential for the conservation of American society. The State of New York places education at the top of its priorities. A very high, positive correlation exists between formal learning and school attendance. Accordingly, it is incumbent upon Brushton-Moira Central School to use every reasonable measure to instill dutiful attendance habits in every student. A day lost in the classroom can never be completely retrieved; the dialogue between the teacher and the students in a classroom group environment can never be effectively duplicated. This policy's purpose is to encourage academic effort by discouraging unacceptable absenteeism and to assure student safety.

**Student attendance shall be in conformance with NYS Education Policy.**

2. Brushton-Moira Central will use the following specific strategies to accomplish the objectives listed above:
  1. Registration cards
  2. Biennial census
  3. Attendance taken daily in grades PK-4.
  4. Attendance taken daily *and* period by period in grades 5-12
  5. Publication of daily absence sheet distributed to all teachers, administrators, attendance officer, office staff and nurses
3. An illustrative listing of excused and unexcused absences, tardiness and early departures is as follows:

***Excused*** absences, tardiness and early departures:

1. Illness
2. Death/illness in family
3. Doctor/dentist/hospital or other medical appointment
4. Court/probation appearance
5. Religious observance
6. Military/jury service
7. College visitations

***Unexcused*** absences, tardiness and early departures:

1. Truancy (that is, skipping school without knowledge of parent/guardian)
2. Overslept
3. No ride
4. Missed the bus
5. Work - (except with application and prior approval)

6. Personal
7. Family Vacations
8. Other such instances at the discretion of the administrator

Each absence and tardiness from school with parental knowledge requires a signed note from the parent or guardian within three school days of the absence or tardiness. Failure to produce a signed note from the parent or guardian may result in disciplinary action.

Truancy is the willful violation by a student of the Compulsory education Law (Education Law #4305). The Brushton-Moira School District will impose disciplinary measures for part day or full day truancy. Habitual truancy is grounds for a person in Need of Supervision (PINS) petition to Family Court, which may subject the Student to additional sanctions.

4. If at the end of the semester/year a student has absences that total over 9 classes for a semester or over 18 classes for a full year that student will not receive credit for that course. **Students will have the opportunity to make up absences (seat-time) whether excused or unexcused, and work according to the following procedure:**
  - A. Teachers will determine what constitutes make-up of any work missed due to an absence, regardless if the absence was excused or unexcused.
  - B. The following list serves as a guide for teachers in determining appropriate make-up activities:
    1. An after-school make-up class
    2. A free period/lunch make-up class
    3. A before-school make-up class
    4. The completion of specific reading assignments
    5. The completion of all class work/exams for that period
    6. A conference with the teacher
    7. Peer tutoring
    8. The completion of alternative projects:
      - a. Reports or projects on related topic
      - b. Class presentation
      - c. Article Review
      - d. Internal Research
    9. Independent study assignments

**\*\*If the student completes the work/task assigned by the teacher within the proper time period and conditions (see letter "C" below) the student will receive credit for the work and a make-up of the absence (seat-time).\*\***

- C. This is the general timeline for completing the make-up assignments above:
  1. In the case of a planned absence – Students must see each individual teacher whose class will be missed to make arrangements for make-up activities. This will be done before the absence, co-curricular and extra-curricular trips require prior permission from teachers whose classes will be missed.

2. In the case of an unplanned absence – Students must make arrangements with each individual teacher whose class was missed within two days of their return to school, or lose the opportunity for make-up.
  - a. Make-up activities should be completed according to the following schedule: Days allowed for make-up activity = one week after return from absence. (Note: This section applies only to work that was assigned on the day(s) of the absence(s). Any work that was assigned previously (i.e. papers, projects, long term assignments) and was due on the day(s) of the absence(s) will be due on the first day that the student returns. Similarly, any test that was to be given on the day(s) absent, must be made up on the first day that the student returns.

5. Brushton-Moira Central will use the following incentives to encourage pupil attendance as well as the following disciplinary measures to discourage unexcused pupil absences, tardiness and early departures;

Incentives:

- a. Extra-curricular participation
- b. Senior privilege
- c. Work Release
- d. Public recognition of perfect attendance by grade each quarter
- e. Award certificates from principal mailed home each quarter for perfect Attendance
- f. Perfect attendance published in the local media along with student who are on quarterly honor roll.

Disciplinary sanctions:

- a. Meeting among parents/counselor and student to highlight concern
- b. Detention for middle/high school
- c. Requirement that missed work be made up during the day, after school or at Home
- d. Loss of some or all of the incentives listed above (e.g., Senior Privilege)

**\* A copy of the approved attendance policy will be provided to each family at the beginning of each school year.**

6. Brushton-Moira Central School District has an obligation to keep parents/guardians informed by phone, letter or personal visit about any attendance problems of their children. Students who are absent, tardy or depart early miss valuable instruction. Therefore, the following procedures will be followed:

#### **Full Year Courses:**

**After Each Absence:** Parents or guardians will be notified by the attendance officer that their child is not in attendance and asked to verify the absence.

**After the 4th Absence/Late to School/Early Release:** A letter signed by the teacher, principal and the attendance officer will be mailed home that indicates a concern with the student's attendance. **An IST (Instructional Support Team) referral may be initiated at this time.**

**After the 9th Absence/Late to School/Early Release:** A letter signed by the teacher, principal and attendance officer will be mailed home. This letter will indicate that the student has incurred half the allowable absences for his/her courses. A hearing will be held to review the worrisome attendance pattern shown by the student. The appropriate guidance counselor will call the parent to set up the hearing date.

**After the 18th Absence/Late to School/Early Release:** A letter signed by the teacher, principal and the attendance officer will be mailed home. This letter will indicate that the student has incurred all of the allowable absences for his/her courses. A hearing will be held to review the chronic absenteeism shown by the student. The appropriate guidance counselor will call the parent to set up the hearing date.

#### **Semester Courses:**

**After Each Absence:** Parents or guardians will be notified by the attendance officer that their child is not in attendance and asked to verify the absence.

**After the 2nd Absence/Late to School/Early Release:** A letter signed by the teacher, principal and the attendance officer will be mailed home that indicates a concern with the student's attendance. **An IST (Instructional Support Team) referral may be initiated at this time.**

**After the 5th Absence/Late to School/Early Release:** A letter signed by the teacher, principal and attendance officer will be mailed home. This letter will indicate that the student has incurred half the allowable absences for his/her courses. A hearing will be held to review the worrisome attendance pattern shown by the student. The appropriate guidance counselor will call the parent to set up the hearing date.

**After the 9th Absence/Late to School/Early Release:** A letter signed by the teacher, principal and the attendance officer will be mailed home. This letter will indicate that the student has incurred all of the allowable absences for his/her courses. A hearing will be held to review the chronic absenteeism shown by the student. The appropriate guidance counselor will call the parent to set up the hearing date.

The letters the district will use to notify parents(s) or person(s) in parental relation to pupils who are absent, tardy, or depart early is attached to this document and is identified as Appendix #1.

7. The following specific intervention strategies will be used by teachers, other school employees and collaborating service providers to address identified patterns of unexcused pupil absence, tardiness or early departure:
  - A.
    1. Teachers notify attendance officer of worrisome attendance patterns
    2. Attendance officer notifies principal and parent of worrisome attendance
    3. Informal PINS
    4. Formal PINS
    5. New York State Hotline Registry referral for Educational Neglect determination
  - B.
    1. Specific individual incentives approved by an administrator
    2. Specific individual monitoring procedures approved by an administrator
8. The following individuals designated to each school building are responsible for reviewing pupil attendance records and initiating appropriate action to address unexcused pupil absence, tardiness and early departures that are consistent with the Comprehensive Attendance Policy.
  1. Building Principal(s)
  2. Attendance Officer

**ADOPTED: July 22, 2002**  
**REVISED: October 28, 2002**  
**REVISED: June 9, 2003**  
**REVISED: August 9, 2004**  
**REVISED: May 1, 2006**  
**REVISED: August 10, 2009**

# Appendix #1: Letters to be Sent to Parents



## Brushton-Moira Central School District

758 County Route 7, Brushton, New York 12916 • Tel: (518)529-7324 or 7342 • Fax: (518)529-6062 or 6644

### Beverly Ouderkirk

Shared Interim Superintendent of Schools

### Steven Grenville

Secondary Principal

### Nenette Greeno

Middle Level Principal

### Catherine Devins

Elementary Principal/CSE

### David Dufrane

Board of Education President

### Angela DeBeer

Treasurer

### Jacquelyn McNichol

High School Counselor

### Sabrina Pribek-Britton

Middle School Counselor

Date: \_\_\_\_\_

Dear \_\_\_\_\_:

The staff and Board of Education of Brushton-Moira Central want all students to succeed in academic endeavors. It is a known fact that a student's attendance in school helps ensure this success. The Board of Education's Student Attendance and Course Credit Policy for grades 5 – 12 states that a student cannot have absenteeism in excess of 10% in any class he or she is taking and receive credit for that class. The percentage breakdown for different length classes is listed below:

10% of full year courses = 18 class periods

10% of semester courses = 9 class periods

10% of one quarter courses = 5 class periods

All children have an opportunity to make up any class missed according to the procedures outlined in the Comprehensive Attendance Policy #4. If he or she does not, the absence remains on the teacher's records.

**Please be notified: Your child, \_\_\_\_\_ has reached 2 days absent.**

Your child has not have made up these absences yet. Continued absences in this course could result in denial of course credit.

Should you have any questions about any of the information above please contact the High School Guidance Office at 529-7342 ext. 113.

Sincerely,

\_\_\_\_\_  
Supervisor of Attendance

cc: Teachers

Jacquelyn McNichol, School Counselor

Steven Grenville, Secondary Principal



**Brushton-Moira Central School District**

758 County Route 7, Brushton, New York 12916 • Tel: (518)529-7324 or 7342 • Fax: (518)529-6062 or 6644

**Beverly Ouderkirk**  
Shared Interim Superintendent of Schools

**Steven Grenville**  
Secondary Principal

**Nenette Greeno**  
Middle Level Principal

**Catherine Devins**  
Elementary Principal/CSE

**David Dufrane**  
Board of Education President

**Angela DeBeer**  
Treasurer

**Jacquelyn McNichol**  
High School Counselor

**Sabrina Pribek-Britton**  
Middle School Counselor

Date: \_\_\_\_\_

Dear \_\_\_\_\_:

The staff and Board of Education of Brushton-Moira Central want all students to succeed in academic endeavors. It is a known fact that a student’s attendance in school helps ensure this success. The Board of Education’s Student Attendance and Course Credit Policy for grades 5 – 12 states that a student cannot have absenteeism in excess of 10% in any class he or she is taking and receive credit for that class. The percentage breakdown for different length classes is listed below:

- 10% of full year courses = 18 class periods
- 10% of semester courses = 9 class periods
- 10% of one quarter courses = 5 class periods

All children have an opportunity to make up any class missed according to the procedures outlined in the Comprehensive Attendance Policy #4. If he or she does not, the absence remains on the teacher’s records.

**Please be notified: Your child, \_\_\_\_\_ has reached 4 days absent.**

Your child may not have made up these absences in his/her courses yet. Continued absences could result in denial of course credit. Your child must see his/her teachers to determine how many of these absences can be made up.

Should you have any questions about any of the information above please contact the High School Guidance Office at 529-7342 ext. 113.

Sincerely,

\_\_\_\_\_  
Supervisor of Attendance

cc: Teachers  
Jacquelyn McNichol, School Counselor  
Steven Grenville, Secondary Principal


**Brushton-Moira Central School District**

 758 County Route 7, Brushton, New York 12916 • Tel: (518)529-7324 or 7342 • Fax: (518)529-6062 or 6644
 

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**Beverly Ouder Kirk**  
 Shared Interim Superintendent of Schools

**Steven Grenville**  
 Secondary Principal

**Nenette Greeno**  
 Middle Level Principal

**Catherine Devins**  
 Elementary Principal/CSE

**David Dufrane**  
 Board of Education President

**Angela DeBeer**  
 Treasurer

**Jacquelyn McNichol**  
 High School Counselor

**Sabrina Pribek-Britton**  
 Middle School Counselor

Date: \_\_\_\_\_

Dear \_\_\_\_\_:

The staff and Board of Education of Brushton-Moira Central want all students to succeed in academic endeavors. It is a known fact that a student's attendance in school helps ensure this success. The Board of Education has adopted a student attendance and course credit policy for grades 5 –12. This policy states that a student cannot have absenteeism in excess of 10% in any class he or she is taking and receive credit for that class. The percentage breakdown for different length classes is listed below:

10% of full year courses = 18 class periods  
 10% of semester courses = 9 class periods  
 10% of one quarter courses = 5 class periods

All children have an opportunity to make up any class missed according to the procedures outlined in the Comprehensive Attendance Policy #4. If he or she does not, the absence remains on the teacher's records.

**Please be notified: Your child, \_\_\_\_\_ has reached the halfway point of \_\_\_\_\_ days absent.**

If your child does not make up these absences in his/her courses and the 10% days absent is exceeded for the course, he/she **will not receive credit for the course.**

A hearing may be held to review this case if your child exceeds the allowable number of absences for the course. Your child must see his/her teachers to determine the number of absences that can be made up.  
 Sincerely,

 \_\_\_\_\_  
 Supervisor of Attendance

cc: Teachers  
 Jacquelyn McNichol, School Counselor  
 Steven Grenville, Secondary Principal


**Brushton-Moira Central School District**

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**David Dufrane**  
 Board of Education President

**Angela DeBeer**  
 Treasurer

**Jacquelyn McNichol**  
 High School Counselor

**Sabrina Pribek-Britton**  
 Middle School Counselor

Date: \_\_\_\_\_

Dear \_\_\_\_\_:

The staff and Board of Education of Brushton-Moira Central want all students to succeed in academic endeavors. It is a known fact that a student's attendance in school helps ensure this success. The Board of Education's Student Attendance and Course Credit Policy for grades 5 – 12 states that a student cannot have absenteeism in excess of 10% in any class he or she is taking and receive credit for that class. The percentage breakdown for different length classes is listed below:

10% of full year courses = 18 class periods  
 10% of semester courses = 9 class periods  
 10% of one quarter courses = 5 class periods

All children have an opportunity to make up any class missed according to the procedures outlined in the Comprehensive Attendance Policy #4. If he or she does not, the absence remains on the teacher's records.

**Please be notified: Your child, \_\_\_\_\_ has reached the full point of \_\_\_\_\_ days absent.**

Your child may not have made up these absences in his/her courses. If the 10% days absent is exceeded for the course, he or she **will not receive credit for the course.**

A hearing may be held to review this case if your child exceeds the allowable number of absences for the course. Your child must see his/her teachers to determine the number of absences that can be made up.

Sincerely,

 \_\_\_\_\_  
 Supervisor of Attendance

 cc: Teachers  
 Jacquelyn McNichol, School Counselor  
 Steven Grenville, Secondary Principal


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 Board of Education President

**Angela DeBeer**  
 Treasurer

**Jacquelyn McNichol**  
 High School Counselor

**Sabrina Pribek-Britton**  
 Middle School Counselor

Date: \_\_\_\_\_

Dear \_\_\_\_\_:

The staff and Board of Education of Brushton-Moira Central want all students to succeed in academic endeavors. It is a known fact that a student's attendance in school helps ensure this success. The Board of Education's Student Attendance and Course Credit Policy for grades 5 – 12 states that a student cannot have absenteeism in excess of 10% in any class. The percentage breakdown for different length classes is listed below:

10% of full year courses = 18 class periods  
 10% of semester courses = 9 class periods  
 10% of one quarter courses = 5 class periods

All children have an opportunity to make up any class missed. If he or she does not, the absence remains on the teacher's records.

**Please be aware: Your child, \_\_\_\_\_ has reached 2 class periods absent in**

\_\_\_\_\_  
 (Course)

At the middle level if your child does not make up absences/class work, continued absences in this course could result in any or all of the following consequences: *referral to school counselor; parent conference; referral to IST; disciplinary action; hotline for educational neglect; PINS referral; required attendance at summer school; or repeating the entire grade.*

We are concerned about your child's absences. Should you have any questions about any of the information above or if you would like to schedule a parent conference to discuss how we can help your child, please contact the Middle Level Guidance Office at 529-7342 ext. 116.

Sincerely,

 \_\_\_\_\_  
 Teacher

 \_\_\_\_\_  
 Supervisor of Attendance

 \_\_\_\_\_  
 Principal

cc: Teacher  
 Kelly Tavernia, Supervisor of Attendance  
 Sabrina Pribek-Britton, Middle School Counselor  
 Nenette Greeno, Middle Level Principal


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**Catherine Devins**  
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**David Dufrane**  
 Board of Education President

**Angela DeBeer**  
 Treasurer

**Jacquelyn McNichol**  
 High School Counselor

**Sabrina Pribek-Britton**  
 Middle School Counselor

Date: \_\_\_\_\_

Dear \_\_\_\_\_:

The staff and Board of Education of Brushton-Moira Central want all students to succeed in academic endeavors. It is a known fact that a student's attendance in school helps ensure this success. The Board of Education's Student Attendance and Course Credit Policy for grades 5 – 12 states that a student cannot have absenteeism in excess of 10% in any class. The percentage breakdown for different length classes is listed below:

10% of full year courses = 18 class periods  
 10% of semester courses = 9 class periods  
 10% of one quarter courses = 5 class periods

All children have an opportunity to make up any class missed. If he or she does not, the absence remains on the teacher's records.

**Please be aware: Your child, \_\_\_\_\_ has reached 4 class periods absent in**

\_\_\_\_\_  
 (Course)

At the middle level if your child does not make up absences/class work, continued absences in this course could result in any or all of the following consequences: *referral to school counselor; parent conference; referral to IST; disciplinary action; hotline for educational neglect; PINS referral; required attendance at summer school; or repeating the entire grade.*

We are concerned about your child's absences. Should you have any questions about any of the information above or if you would like to schedule a parent conference to discuss how we can help your child, please contact the Middle Level Guidance Office at 529-7342 ext. 116.

Sincerely,

 \_\_\_\_\_  
 Teacher

 \_\_\_\_\_  
 Supervisor of Attendance

 \_\_\_\_\_  
 Principal

cc: Teacher  
 Kelly Tavernia, Supervisor of Attendance  
 Sabrina Pribek-Britton, Middle School Counselor  
 Nenette Greeno, Middle Level Principal


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 Board of Education President

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 Treasurer

**Jacquelyn McNichol**  
 High School Counselor

**Sabrina Pribek-Britton**  
 Middle School Counselor

Date: \_\_\_\_\_

Dear \_\_\_\_\_:

The staff and Board of Education of Brushton-Moira Central want all students to succeed in academic endeavors. It is a known fact that a student's attendance in school helps ensure this success. The Board of Education's Student Attendance and Course Credit Policy for grades 5 – 12 states that a student cannot have absenteeism in excess of 10% in any class. The percentage breakdown for different length classes is listed below:

10% of full year courses = 18 class periods  
 10% of semester courses = 9 class periods  
 10% of one quarter courses = 5 class periods

All children have an opportunity to make up any class missed. If he or she does not, the absence remains on the teacher's records.

**Please be aware: Your child, \_\_\_\_\_ has reached 5 class periods absent in**  
 \_\_\_\_\_  
 (Course)

At the middle level if your child does not make up absences/class work, continued absences in this course could result in any or all of the following consequences: *referral to school counselor; parent conference; referral to IST; disciplinary action; hotline for educational neglect; PINS referral; required attendance at summer school; or repeating the entire grade.*

We are concerned about your child's absences. Should you have any questions about any of the information above or if you would like to schedule a parent conference to discuss how we can help your child, please contact the Middle Level Guidance Office at 529-7342 ext. 116.

Sincerely,

 \_\_\_\_\_  
 Teacher

 \_\_\_\_\_  
 Supervisor of Attendance

 \_\_\_\_\_  
 Principal

cc: Teacher  
 Kelly Tavernia, Supervisor of Attendance  
 Sabrina Pribek-Britton, Middle School Counselor  
 Nenette Greeno, Middle Level Principal


**Brushton-Moira Central School District**

 758 County Route 7, Brushton, New York 12916 • Tel: (518)529-7324 or 7342 • Fax: (518)529-6062 or 6644
 

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**Beverly Ouderkirk**  
 Shared Interim Superintendent of Schools

**Steven Grenville**  
 Secondary Principal

**Nenette Greeno**  
 Middle Level Principal

**Catherine Devins**  
 Elementary Principal/CSE

**David Dufrane**  
 Board of Education President

**Angela DeBeer**  
 Treasurer

**Jacquelyn McNichol**  
 High School Counselor

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**Please be aware: Your child, \_\_\_\_\_ has reached 9 class periods absent in**

\_\_\_\_\_  
 (Course)

At the middle level if your child does not make up absences/class work, continued absences in this course could result in any or all of the following consequences: *referral to school counselor; parent conference; referral to IST; disciplinary action; hotline for educational neglect; PINS referral; required attendance at summer school; or repeating the entire grade.*

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cc: Teacher  
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Date: \_\_\_\_\_

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\_\_\_\_\_  
 (Course)

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cc: Teacher  
 Kelly Tavernia, Supervisor of Attendance  
 Sabrina Pribek-Britton, Middle School Counselor  
 Nenette Greeno, Middle Level Principal

## **ADDENDUM TO ATTENDANCE POLICY**

Students in grades 6-12 who maintain a near perfect attendance (less than two full day absences and less than 3 tardies) from the beginning of the semester until the first day of exams may be exempt from **ONE** semester or final examination chosen from the approved list. **NO STATE EXAMS** may be exempted. Exemption from an examination requires all of the following:

1. Exam course appears on approved list (below)
2. Student has less than 3 tardies and less than 2 absences during the semester.
3. Average in course to be exempted is at least 88% and needs Principal approval.
4. Student obtains the teacher's signature approving the exemption prior to the day of exam
5. Student submits the signature form to the main office.
6. Students who maintain a 92% average may be exempted from school semester or final exams with teacher approval.

In the event an exam is exempted, the average for the course will be based on the two (or four) quarters, weighted equally.

### **APPROVED LIST**

English 6, 7, 8, 9, 10, 11, 12  
 Psychology  
 Economics  
 Math 6, 7, 8, 12  
 Science 8  
 Ecology  
 French I, II, IV, V  
 Art I, II, III  
 Electricity & Electronics  
 Photography  
 Energy  
 Band

Speech  
 Participation in Government  
 Computer  
 Health, Advanced Health  
 Accounting  
 Crafts I, II  
 Architectural Drawing  
 Computer Aided Design  
 Technical Drawing  
 Physical Drawing  
 Home & Careers  
 Music Theory

## **CALCULATING VERTICAL AVERAGES CAN BE A TRIAL!**

If you are having trouble confirming the average your child received on this report card as reported in the vertical average space, you are not alone. There are two factors that make this calculation complicated, the course credit and the course weight.

Calculation of vertical average is done as follows:

Multiply mark by course credit by weight.

Add the products of these three factors for all courses to one.

Divide by the sum of each course credit multiplied by its weight.

What gets confusing is knowing which courses have credit or weight unequal to one. Most courses bear one credit and carry one weight. Here is a list of those courses with unusual credit or weight.

0.5 credit courses: Any course that meets every other day, (ex. Gym)

0.5 credit Any course that meets only for one semester, (ex. Shop)

Any course that meets for one short period (period 4, 5, 6, or 7- ex. Some Health courses)

Junior Band, Senior Band, Music Appreciation

Courses that meet less than 0.5 units courses (ex. Working citizen (meets  $\frac{1}{4}$ ) Introduction to Computers, High School Chorus, Stage Band)

Most BOCES Occupational Courses

Any course that meets everyday for at least one long and one short period: (ex. English 7, English 8, some English 9, Science 8, Technology gr., 8 French 7, French 8)

Any course that meets everyday for only  $\frac{1}{4}$  of the year (ex. Working Citizen)

Check with your child regarding how each particular course meets, and try the method outline above to calculate vertical average and see if your results match the computers'. If you have questions or concerns, call the Guidance Office or Principal at the main office.

**"Dropouts are those students who leave school for any reason except death or transferring to another school before graduating or completing a program of study".**

## **THE COST OF DROPPING OUT OF SCHOOL**

**In 2000, the Department of Education and the Department of Economic Development conducted a study to assess the costs of dropping out of school. Some examples are listed below:**

- ✓ **A loss of personal income averaging about \$900,000 over a lifetime of work or approximately one-third of potential earnings.**
- ✓ **A loss to the state of over six million dollars per year in tax revenue.**
- ✓ **An increased welfare burden, up to 6.4 million dollars per year due to unemployment, the need for Aid to Dependent Children, health care, and food stamps**
- ✓ **An increased risk of incarceration, three to nine times that of graduates, resulting in care costs of at least six times that of education: \$42, 506 incarceration costs per year vs. \$9,067 in education costs.**
- ✓ **A deceleration in human growth resulting in continued lowering of cognitive skills, reduced options to economic progress, and restricted social networking.**
- ✓ **A reduced sense of control over one's life, resulting in few initiatives taken to enter work or volunteer for community service.**
- ✓ **An impact in economic terms that is staggering. The impact on individuals, families, and future generations in more human terms cannot be so readily measured.**

Between October 2009 and October 2010, slightly more than half a million youths dropped out of high school.

The unemployment rate for this group was 35.9 % - a full 15 percentage points higher than the rate for high school graduates who were not enrolled in college. The unemployment rate in white dropouts was 32.4%

In a review of the demographics in New York State Correctional Facilities 64% of those incarcerated in NYS facilities were dropouts and had never completed 12<sup>th</sup> grade.

The US Census Bureau released the following statistics:

- ✦ **On families below the poverty level. 21.6% of the families whose head of household had no high school diploma were below the poverty level compared to 10% of the heads of household who had completed a high school**
- ✦ **On mean earnings - persons without high school diplomas earned \$7,000 per year less than those who had a high school diploma**
- ✦ **Employment status – persons without high school diplomas were 1.5 times as likely to be unemployed as persons who had completed high school.**

## **GRADUATION REQUIREMENTS**

Subject to change based on New York State Board of Regents Approval

### **REGENTS DIPLOMA**

### **ADVANCED DESIGNATION REGENTS DIPLOMA**

English	4	English	4
Social Studies	4	Social Studies	4
Mathematics**	3	Mathematics**	3
Science**	3	Science**	3
Foreign Language*	1	Foreign Language*	3
The Arts	1	Art/Music	1
Health	.5	Health	.5
Physical Education	2	Physical Education	2
Electives	3.5	Electives	3.5
<b>Total</b>	<b>22.0</b>	<b>Total</b>	<b>24.0</b>

Required Exams Passing score of 65 and above	Required Exams Passing score of 65 and above
Comprehensive English	Comprehensive English
Global History & Geography	Global History & Geography
U.S. History & Government	U.S. History & Government
One (1) Math	Two (2) or Three (3) Math
One (1) Science	Two (2) Science (1 Life, 1 Physical)

\*Students are required to have completed one credit in a foreign language by the end of their freshman year.

\*\*An integrated course in mathematics, science, or technology may be used as the third required credit in mathematics or science

PLEASE NOTE THAT STUDENTS ARE REQUIRED TO TAKE 6 1/2 CREDITS EACH  
YEAR PER THE BOARD OF EDUCATION POLICY.

**Brushton-Moira Central School**  
**2011-2012**  
**Dances, Extra Curricular Activities and Sports Event Policy**

1. Only students in **Grades 5, 6, 7 and 8 may attend dances for Middle Level Students.** Only students in **Grades 9-12 may attend dances for High School Students.**
    - Chaperones may refuse admission to anyone. Any misbehavior is cause for refusal for admission or eviction from the building. Students are reminded that the same standards of behavior expected during the school day are to be followed at any after school activity. If there is suspicion of drinking or drugs, parents will be called to come to school. The event may be stopped completely and everyone sent home if a serious problem or emergency develops.
    - Anyone attending an event from another school **MUST BE ACCOMPANIED BY A BMC STUDENT.** Guest must be registered and approved **PRIOR TO THE EVENT.**
  2. **Possession or use of alcohol, tobacco or other drugs is not allowed on school property.** This includes the parking lot and playground.
  3. Rides should be arranged to be at the school 15 minutes before the activity ends.
  4. **STUDENTS MAY NOT LEAVE THE BUILDING AT ANY TIME AFTER THEY ARRIVE FOR AN ACTIVITY. THIS INCLUDES DANCES, SPORTING EVENTS, CONCERTS, AND OTHER AFTER SCHOOL ACTIVITIES.**
  5. No food or beverages are allowed in the gyms or the auditorium.
  6. A list of ineligible students will be provide to chaperones and administration by the activity advisor. **Students are ineligible if:**
    - A student is absent on the day of the event.
    - A student has detention and did not serve the day of the event.
    - A student has 5 hours of un-served detention and 2 skips.
    - A student has 10 hours of un-served detention.
    - A student has been suspended MORE THAN TWICE from Categories 2, 3, or 4 of the Discipline Policy during the quarter the event is held.
    - A student has received more than 3 days of ISP per quarter.
    - A student is suspended on the day of the event.
- If a student arrives at the event and is ineligible, the parent will be called to come to school.**
7. Appropriate behaviors and sportsmanship of students, parents, and guests will be monitored closely at all sporting events. Chaperones and administration will warn a person(s) of any inappropriate behaviors. Repeated violations of the rules and improper sportsmanship will result in a person being banned from the activity. In an extreme case, a recommendation for further consequences will be forwarded to the Board of Education for their determination.

TO: COACHES, ADVISORS, AND STUDENT ACTIVITY ORGANIZERS  
FROM: SECONDARY PRINCIPAL  
RE: STUDENT ELIGIBILITY

Please check for both academic and behavior eligibility of students in your sport, play, musical, class activity, fundraiser, or other extra-curricular event.

This can be checked by acquiring the academic ineligibility list that is distributed every 5 weeks and by giving the detention monitor a listing of your students so that he/she can check their detentions.

The detention hall monitor should provide a list of names of ineligible students. This list should be given to the head chaperone. Students with more than 10 hours of unserved detention are not permitted to attend the activity, nor those with 5 hours of unserved detention and 2 skips. Also students who have been suspended more than twice from categories 2, 3 and 4; and students who have received more than 3 days of In-School-Suspension per quarter.


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TO: ALL STAFF MEMBERS

FROM: Superintendent of Schools

RE: Annual Asbestos Notification

In compliance with the U.S. Environment Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA), Inspections of our school buildings for asbestos-containing building materials was conducted in April 1989. The inspection findings and asbestos management plans have been on file in each school administrative office since that time.

The EPA requires us to perform re-inspections of the asbestos materials every three years. At accredited asbestos inspector performed these re-inspections in May 2007.

The results of the re-inspections are on file in the management plan in the school's administrative office. Everyone is welcome to view these anytime during normal school hours (M-F 8:00 a.m.-4:00 p.m.). The designated contact person is Mr. Marty Burnett, and please feel free to contact him at 529-8948 regarding any questions you may have about asbestos in our buildings.

## TEXTBOOK PROCEDURES (Grades K-12)

Students will be held responsible for returning textbooks in reasonable condition. To ensure proper inventory of all textbooks, students should be directed to enter their name and the condition of each text on the “property” stamp located on the inside of the front cover. Each textbook must be numbered for inventory purposes. The textbook number should be recorded in your grade book. Each textbook must be accounted for prior to signing a “drop” form or final dismissal in June.

At the end of each course (January/June), students who have lost their textbook will be assessed a replacement cost based on the following criteria:

The depreciation of a textbook will be based on a 20% reduction for each year of calculation. (For example: A book lost or damaged upon use after one year will be reduced in cost by 20% of original value. This is calculated on the expectation that the average life of a textbook is five years.)

### **Guidelines for Student Teachers Brushton-Moira Central School**

The Brushton-Moira Central School District supports the educational profession in general, and the State University of New York College at Potsdam in particular, as it pertains to the development of prospective members of the teaching profession. This support has and will be accorded to the college and its students, especially as it relates to making placements available for the student teaching experience.

School districts and classrooms have unique features. The placement of student teachers in each school district and each classroom carries unique features as well. In this spirit, then, the Brushton-Moira Central School District desires to establish some further guidelines for the involvement of student teachers within this district.

1. To contribute to consistency and the minimizing of interruptions in the classroom routine, the district prefers that only one student teacher be placed at a specific grade level, K-5.
2. The Sponsor Teacher will be the person immediately responsible and accountable for the Student Teacher at all times during the student teaching experience. The On-Site Supervisor for State University College at Potsdam, the Brushton-Moira Central School District, and the Education Department at the State University will share responsibility for him/her as well.
3. During all aspects of the student teaching experience, including the 10-day period of solo teaching, the Sponsor Teacher will inform the Student Teacher of his/her whereabouts, and he/she will be on call at all times.
4. The Student Teacher will use the designated district curriculum during the course of the student teacher experience.
5. The classroom setting will be very similar to that of the Sponsor Teacher in terms of the management plan as well as the means of meting out discipline of students.
6. These Guidelines for Student Teachers will be integrated into the student teaching handbook of the college for those persons engaged in student teaching at Brushton-Moira Central School.
7. These additional Guidelines for Student Teaching will be reviewed with Student Teachers and Sponsor Teachers at their orientation sessions.

**Board of Education Approved: August 12, 2002**