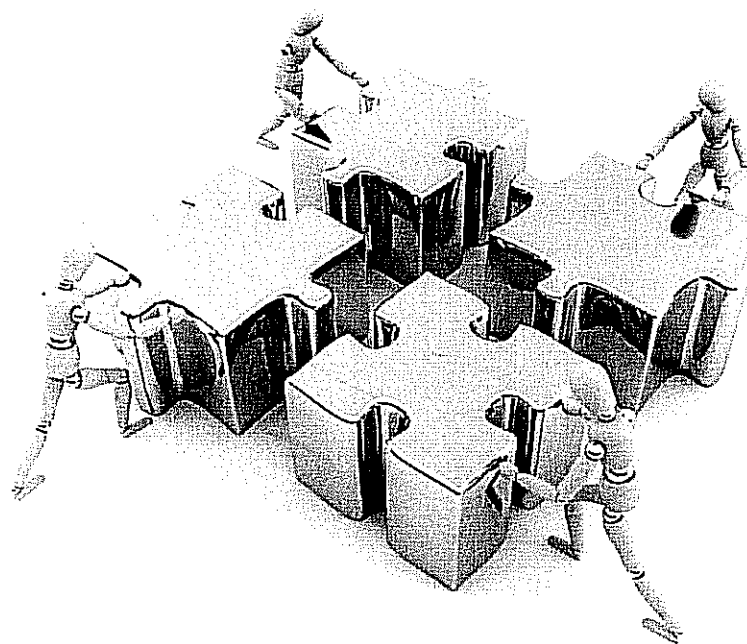


PERU HIGH SCHOOL FACULTY HANDBOOK 2010 - 2011



"Coming together is a beginning; keeping together is progress; working together is success."

Henry Ford



High School Principal
Christopher J. Mazzella

Assistant Principal
Sanford L. Coakley

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-----DAILY ORGANIZATION-----

DAILY TIME SCHEDULE

The formal school day for students in grades 9-12 begins with homeroom at 7:28 A.M. The day is divided into nine class periods with four minutes for passing between classes. At the close of the school day, students report directly to the buses. No student is to remain in the building following dismissal unless that student is under the direct supervision of a teacher.

Homeroom/Period 1	7:28	-	8:16
Period 2	8:20	-	9:00
Period 3	9:04	-	9:44
Period 4	9:48	-	10:28
Period 5	10:32	-	11:12
Period 6	11:16	-	11:56
Period 7	12:00	-	12:40
Period 8	12:44	-	1:24
Period 9	1:28	-	2:08
Period 10	2:15	-	2:45 (Extra Help)
Detention	2:15	-	2:45
Academic Assistance Lab	2:45	-	3:45

BEGINNING THE SCHOOL DAY

All students must be in their 1st period class when the bell sounds at 7:28 A.M. Repeated tardiness should be recorded through eSchool attendance program.

The school day begins with a moment of silent meditation and the pledge. However, students may opt not to recite the pledge. Insist that every pupil listen not only for important information but also as a matter of courtesy.

Attendance should be taken while announcements are being read over the loud speaker.

ACTIVITY PERIOD AND EXTRA HELP (2:15 - 2:45 P.M.)

Teachers may keep students following the regular dismissal for extra help, review classes, etc. and for class meetings, club activities and other meetings. Advisors should consult with the principal before scheduling an activity or meeting due to limited seating on buses.

DETENTION (2:15 - 2:45 P.M.)

Students required to remain for administrative detention after school are released at 2:45 P.M. A bus pass is provided by the detention monitor to ride the "3:00 bus".

-----ATTENDANCE-----

ATTENDANCE PROCEDURE

Homeroom attendance will be entered into the eSchool attendance system, with the exception of instructional areas where computers are not accessible attendance sheet listing all the names and ID numbers of the students absent each day shall be sent to the High School Office at the beginning of first period. This will be computerized in the near future.

Any student who arrives at school after the beginning of first period must report to the High School Office. That office will issue a readmission pass.

ATTENDANCE POLICY—REFER TO PAGES 33 – 40 FOR ADMINISTRATION PROTOCOL ON ATTENDANCE

Permanent student attendance records will be maintained in the High School Office. The office will assume the responsibility for documenting student absences on a daily basis in compliance with State requirements and District Policies. The office will make a daily attendance list available to all teachers, as early in the day as possible, which shall list all absent students as reported by first period teachers. The daily attendance list will be updated at the end of each day, and shall include the names of students who have a late arrival and the time they arrived. Teachers are required to maintain attendance registers for all students in all classes. Daily attendance records should be entered into eSchool attendance roster by the end of the day. Such records are required by law, serve as a means of accounting for students at all times during the school day and may occasionally be requested for court proceedings.

CLASS AND STUDY HALL ATTENDANCE

The classroom teacher shall take attendance at the beginning of each period. The teacher must maintain an Attendance Register, which records absences, for each class. All missing students, who are not on the daily absentee lists, should be reported via the computerized period attendance.

-----INTRODUCTION-----

This publication is meant to be used as a resource guide for all faculty in the High School. It contains information to be used in grading, attendance, discipline, teacher evaluation, and the general management of student behavior at Peru. In no way does this booklet contain answers to all the questions encountered in the everyday life of educating students. You should refer to either of the student handbooks or the district's *Conduct and Discipline Policy*, which provide detailed explanations to many policies applicable to students.

While the education of our youth is the primary responsibility of each faculty member, the educational program itself cannot be efficiently implemented unless the staff is thoroughly familiar with policies, procedures and the mechanics of daily operation. It is hoped that this handbook will be helpful in developing a uniform adherence to operational procedures. Each year it will be revised and updated and, with your cooperation, become a viable source of information in your professional life.

PERU DISTRICT MISSION STATEMENT

Our school district is to be a community of learners (staff, students, parents, other family members, school volunteers, employers, service clubs and others) involved in and dedicated to the learning process. We believe that every student should be provided with opportunities, and accept responsibility, to grow educationally, socially and emotionally. Therefore, we expect our staff to:

- Teach all students a constantly updated curriculum, using a variety of methods to actively engage students and meet individual learning styles. Further, we expect our entire school community to:
 - Provide a positive, safe, caring and child-centered environment where teaching and learning are emphasized and rewarded, and where there is mutual respect.
- We will hold ourselves accountable for this through continuous assessment of programs, practices and operations.

PERU HIGH SCHOOL VISION/MISSION STATEMENT

Peru High School is a community of learners devoted to the respectful provision of a safe and positive learning environment for our students to develop academically. Bearing in mind the diverse needs of our student body, our objective is to offer a broad curriculum of enriching, practical, and invigorating material. We perpetuate the utilization of progressive teaching methods derived through research based practices for student needs and the usage of modern technology.

At Peru High School We Believe:

- In the significance of fostering the expansion of student leadership and involvement in the school.
- In promoting a variety of classroom linked extra-curricular activities to develop our students' well-roundedness.
- In offering both college-bound and employment based classes to create equal opportunities amongst all students.
- In establishing and enforcing comprehensive rules and consequences as dictated in the Peru Central School District Code of Conduct and Discipline Policies.

PHILOSOPHY

Education is the systematic instruction, guidance, and discipline by which all powers of the learner—physical, social, intellectual, moral and aesthetic—are developed to their full potential.

Education in the Peru Central Schools strives toward the realization of the potentialities of each individual at the same time that it insists upon self-control and cooperation, which are essential elements in a free society.

Inherent in the American way of life is the recognition of the dignity of the human being and the worth of human personality. Accordingly, it is essential that we recognize and utilize the differences that exist within the individual student in talents, abilities, aptitudes, and personalities. Ever mindful of the individual and the limit of his unique capacities, this school assumes the responsibility for helping each student:

- To speak the English language clearly, read it intelligently, write it effectively, and listen to it with comprehension.
- To understand and use mathematical and scientific knowledge.
- To appreciate and develop some facility in literature, music, drama, and other creative arts.
- To understand and use rules of good health, to develop a healthy well-coordinated body, and to acquire wholesome mental attitudes.
- To develop an understanding of current ecological problems and to foster an awareness of society's responsibility in preventing the pollution and degradation of our natural resources and environment.
- To understand the history of mankind with emphasis on the people of the United States, their heritage, institutions, and relationships with other peoples.
- To know and practice the duties and responsibilities of democratic citizenship, and to be able to participate effectively as a member of the family, the school, and other social groups.
- To reason and to acquire the habit of critical thinking so that he/she can make the decisions required of a citizen in a free society.
- To overcome learning disabilities and gain minimum competence in reading, writing, and mathematical skills.
- To assume increasing responsibility for the direction of his/her education through a guidance program that promotes self-understanding and the choosing of a program of studies, which is likely to lead to a happy and successful life.
- To understand that career education should be a continuing process through which each student gains skills for decision-making; obtains an awareness of self, community and the world of work; and prepares a plan of action in the exploration of career opportunities.
- To evolve a way of living based on moral and spiritual values, which derive satisfaction and happiness from service to the school, the home, and fellow human beings.

-----LUNCH PERIODS-----

Lunch is served during periods 5, 6, 7, and 8. Students must remain in the cafeteria during their scheduled lunch period.

Food is not to leave the cafeteria unless permission is obtained from an administrator.

---STUDENT DISCIPLINE/CLASSROOM CONTROL---

Many routine classroom conduct problems are the teacher's responsibility. In fact, when efficiently and properly handled by the teacher, the teacher's relationship with his students is strengthened and improved. Other disciplinary problems such as repeated disturbances, insubordination, truancy, inappropriate language, etc., fall within the realm of the administrator's responsibilities. Whenever you feel the need for administrative assistance with a disciplinary problem the full cooperation of the administrative staff will be placed at your disposal.

The administration has adopted a policy, which calls for teacher cooperation and administrative support in handling discipline problems. Before students are sent to the office for minor problems, classroom teachers will use corrective procedures such as a warning or reprimand, keeping the student after class or school, telephoning the parents, and conference/meeting with student or parent. If the problem continues after the above corrective steps have been taken, the classroom teacher then should refer the student on the Discipline Referral form. Parents will be notified, and unacceptable behavior will result in required periods of detention, suspension, or stronger punitive action. In situations of insubordination, disrespect, unacceptable language or fighting, students should be sent to the appropriate office immediately and the proper misbehavior form should be completed as soon as possible. Your prompt action will help to maintain a proper atmosphere within our school.

For the purpose of discipline and maintaining order in the class, teachers are "in loco parentis". However, a teacher shall not administer corporal punishment or resort to force except (a) to protect another person from personal attack or imminent threat thereof, (b) to protect himself, or to protect the child from doing harm to himself or to others. All cases involving physical encounter must be reported to the Superintendent of Schools via the Principal before the end of the school day.

-----PASSES-----

PASS PROCEDURE - INTRODUCTION

A student must have a pass to leave any room outside of the class schedule. Most passes should be obtained at the beginning of the day or during the passing time between periods and are filled out completely by the teacher or person in charge of a particular room requesting a student's presence. The student should present the pass to the teacher or monitor at the beginning of the period of the scheduled appointment. The staff member signs the pass and, if leaving from a study hall, the student signs out properly on the standard Sign Out-In sheet. The student proceeds to the appointment and follows the Sign Out/In procedure where required. When leaving, the student must have the pass countersigned and return with the pass to the assigned room before the end of the period.

STUDY HALL SIGN OUT - SIGN IN PROCEDURE (OPTIONAL FOR CLASSROOM USE)

A standard Sign Out-Sign In sheet will be used in all study halls. When using a pass, students are required to sign out of and back into their study hall except in an emergency. The Sign Out-Sign In sheet requires the student's name, point of origin or destination, and time of arrival or departure. This sheet is encouraged to be used by all teachers in their classrooms, but is not mandated at this time. Copies of this form are available in the office or online at web forms.

SCHEDULING APPOINTMENTS

An appointment is necessary in order for a student to make arrangement to do something or meet someone at a particular time and place.

GREEN STUDENT PASS – *Passes can be obtained in the high school office.* A Green Student Pass can be used as an appointment pass or as a directive pass by staff. Each pass must be fully completed by the staff member who is requesting the appointment and only one student's name should be used per pass. Student Pass for a visit to the student's locker is discouraged.

MAKING AN APPOINTMENT WITH A COUNSELOR...

A student may schedule an appointment to see a counselor by obtaining a Student Pass from the counseling office. Frequently counselors issue appointment passes in homerooms. When using this pass, a student follows standard appointment pass procedure. If a student is in crises, a classroom teacher may issue a pass to the counseling office.

MAKING AN APPOINTMENT WITH THE NURSE...


The school nurses routinely schedule appointments for students to report to the nurses' office for the purpose of eye and ear checks, physicals, shots, etc. The nurse puts the appointment passes in homeroom teachers' mailboxes prior to Homeroom. Homeroom teachers distribute the passes to students. A student with an emergency will be admitted to the nurse's office anytime.

STANDARD BATHROOM PASS

All supervising staff will be provided a Standard Bathroom Pass for student use. A student must ask the supervising staff member for permission to use this pass. The bathroom designated on the pass must be used.

BUS PASS — 3:00 P.M.

The student must obtain a Pink Pass from the tenth period teacher in order to ride the 3:00 P.M. bus. The teacher must completely fill out and sign the pass.

BUS PASS 3:00 P.M. ONLY		
Student Name _____	_____	
Teacher _____	Date _____	
This pass must be stamped in the cafeteria before attempting to ride the bus.		

ATHLETIC PASSES/TICKETS

LIFETIME GOLDEN PASS

The Peru Central School District Board of Education issues complimentary passes to district residents 60 years of age and older. This pass is valid for all District sponsored home programs and events, including community education classes. All events and programs are free of charge to the pass holder. This pass may be obtained by calling the Athletic Director at 643-6420.

ADULT SEASON TICKET

The Athletic Director for all regular scheduled home athletic contests issues Adult Season Tickets. The general public purchases tickets for the season at a cost of \$15 each. All Peru School District Faculty and Staff may receive free admission to sporting events upon presenting their school ID.

STUDENT SEASON TICKET

Student Season Tickets for all regular scheduled home athletic contests will be issued by the Athletic Director. A student signs up for a ticket in the athletic office and may purchase a ticket for the season at a cost of \$7. Upon request, the Athletic Director issues complimentary tickets to members of the Band and National Honor Society.

Senior Privilege Card

Seniors in good standing can use their photo ID card as a PASS OUT of senior study hall. They can go to the library, computer lab or the school store.

PROCEDURES AND PASSES WHEN...

BEING EXCUSED FROM SCHOOL

In an emergency or on special occasions (e.g., a doctor's appointment), it may become necessary for a student to leave school grounds before the general dismissal time.

If an emergency arises during the school day, the student must obtain a blue pass from the nurse or High School Office. If the student receives the blue pass from the nurse, the nurse is responsible for informing the appropriate office.

The school requires a written note signed by the student's parent/guardian if a student must leave the school grounds before the general dismissal time. It is recommended that the parent give the time of the appointment and the name of the person with whom the student has an appointment, such as the doctor or dentist. If this is not possible, the parent should include a telephone number where a parent may be contacted for verification purposes. If the student is expected to return to school after the appointment, the parent should include the estimated return time. For safety reasons, if someone other than a student's parent is to provide transportation, the parent should include the name of this person.

A student must present this request to the High School Office. If the request is granted, the office will issue a blue pass to the student. The pass designates the time and reason why the student is leaving the building. Except in an emergency, the student must show the blue pass to the teacher or monitor in charge at the time of dismissal. If the student returns during the same school day, the student must sign into the office that issued the pass.

-----STUDY HALLS-----

Faculty and Staff members assigned to study hall supervision should insist on an atmosphere conducive to productive, quiet study. A student is expected to use this time wisely and efficiently. The student should come to the study hall prepared to work and bring all books and materials as needed.

- In supervising study halls the following procedures are recommended:
- Always start the period with an accurate attendance check.
- Students are expected to remain in their assigned seats.
- Students who leave a study hall must return with a signed pass before the end of the period.
- For minor student problems or rule infractions (example: continually late to class) try to handle the situation with the student by warning, reprimand or pass restriction.
- If the problem continues, fill out the appropriate form and turn it into the office.
- For major problems send the student with a pass to the Assistant Principal immediately. After class, verify that the student did arrive at the office. For emergencies use the phone for direct contact with the office.
- Student locker passes are discouraged.
- Students must have a pre-signed pass in order to go to Guidance, Computer Lab, etc.
- Each study hall teacher may issue one pass to the library; other students must have a pre-signed library pass.
- Only one male or female may use a Rest Room pass at a time.
- Students must be prepared to work by bringing textbooks, notebooks, paper and pen.
- Students must work silently and independently. With teacher approval first, students may obtain tutoring or quiet help.

- Students must report to the study hall first and then sign out to their destination.
- All students (except Seniors with privileges) must return to the study hall and sign back in before the end of the period.
- Teachers requesting students for a whole period must signify so on a pre-signed pass.
- Study hall supervisors must keep sign in and out sheets for at least a week for possible verification of student's whereabouts.
- Please have a separate seating chart for each day to assist a substitute when needed.
- Study halls are for homework, assignments and studying.
- Faculty members assigned to study hall supervision are required to remain in the study hall throughout the entire period of their assignment.

-----FIRE DRILL INSTRUCTIONS-----

GENERAL INSTRUCTIONS-REFER TO PAGES 9 AND 10 FOR EVACUATION ROUTE/MAP

As soon as the fire bell sounds:

Walk rapidly in a single file. DO NOT run, push, or shove.

Do not attempt to put books away, get coats, or stop at lockers.

Teachers and staff should direct students to stand no closer than 300 ft. from the curb of the nearest roadway. The roadway and parking area should be totally clear for emergency vehicles to pass.

Teachers should remain outside with their classes. An administrator will signal that everyone may return to the building.

Once outside, teachers must take attendance. Teachers and students must refrain from talking and walking about. Any missing students should be reported immediately to the designated attendance recorder. The high school secretary on the flagpole side (south), middle school secretary on Papero field side (north), middle school secretary on bus loop side (east) and the buildings and grounds secretary at the rear of the building (west).

Please note that the fire bell means evacuate the building at any time of the day, whether school is in session or not. This includes co-curricular activities, athletic practices, sporting events, and all evening functions.

FIRE AND EMERGENCY EXITS ARE POSTED IN EACH ROOM THOURGHOUT THE SCHOOL BUILDING. PLEASE FAMILIARIZE YOURSELF WITH THESE EXITS. PLEASE NOTE THAT DURING CONSTRUCTION FIRE ROUTES MAY BE ALTERED.

-----EVACUATION PROCEDURES -----

PLAN FOR EMERGENCY SITUATIONS REFER TO PAGES 6 – 8 FOR EMERGENCY RESPONSE REFERENCE CARD

When an emergency situation is deemed to exist, please refer to the emergency response protocol as follows:

EVACUATION SIGNAL

Exit the facility through the nearest safe exit. Staff who are supervising students at the time of the evacuation signal are to (1) take their class register, a pen or pencil and paper with them (2) follow students out of the room and stay outside with their students; (3) take attendance immediately upon arrival to a location at a safe distance outside the facility; (4) report missing students immediately to the attendance monitors who will move from staff member to staff member outside the facility.

Students not in a classroom at the time of an evacuation signal are to exit the facility through the nearest safe exit, and report to the nearest staff member at a safe distance outside the facility who is already supervising one or more students.

FIRE

Upon discovery or detection of smoke or fire, the staff member is to activate the evacuation signal system. Then, follow evacuation protocols.

HAZARDOUS MATERIAL INCIDENT

Upon discovery or detection of any hazardous materials spill, the staff member is to immediately contact the school office. That school's Principal or designated individual will contact the local fire company and the Superintendent of Schools.

PERU CENTRAL SCHOOL DISTRICT

EMERGENCY RESPONSE QUICK REFERENCE CARD STAFF PROTOCOLS – SEPTEMBER 2010 EDITION

This document is intended to assist us in our efforts to provide a positive, safe, caring and child-centered environment. This *quick reference card* outlines key emergency response staff protocols for use at our central campus.

BELOW	-----	EVACUATION SIGNAL
INSIDE LEFT COVER	-----	FIRE
	-----	Hazardous materials incident
	-----	LOCK DOWN
	-----	Suspected drugs, alcohol and/or weapons
INSIDE RIGHT COVER	-----	Out-of-control individual
	-----	CODE RED
	-----	LOCK OUT
BACK COVER	-----	BOMB THREAT CHECKLIST

EVACUATION SIGNAL

Exit the facility through the nearest safe exit. Staff who are supervising students at the time of the evacuation signal are to [1] **take their class register**, a pen or pencil and paper with them; [2] **follow students out of the room** and stay outside with their students; [3] **take attendance** immediately upon arrival to a location at a safe distance outside the facility; [4] **report missing students immediately to the attendance monitors** who will move from staff member to staff member outside the facility. **Each school's Principal** will assign several individuals as attendance monitors.

Students not in a classroom at the time of an evacuation signal are to exit the facility through the nearest safe exit, and report to the nearest staff member at a safe distance outside the facility who is already supervising one or more students.

If the normal exit is blocked or otherwise unsafe to use, staff who are supervising students are to immediately divert all individuals to an alternate exit.

Do you have a suggested improvement for a future edition of this card? Please forward suggested improvements via the district clerk to: A. Paul Scott, Superintendent of Schools. Thanks!

FIRE

Upon discovery or detection of smoke or fire, the staff member is to activate the evacuation signal system. Then, follow evacuation protocols [*see cover page*].

HAZARDOUS MATERIALS INCIDENT

Upon discovery or detection of any hazardous materials spill, the staff member is to immediately contact the school office. That school's Principal or designated individual will contact the local fire company and the Superintendent of Schools.

LOCK DOWN

If there is a decision by the Superintendent of Schools or designee to have students and other occupants be secured in the building due to an immediate or imminent severe threat such as an intruder, the Principal [*if available*] or other administrator [*if available*] or staff member uses the school-wide intercom to announce **“LOCK DOWN! – Stay in your current classroom location. LOCK DOWN!”** Upon the announcement of **“LOCK DOWN!”**, all staff are to:

1. Keep students in the room. Gather students in nearby hallways into your room.
2. Inform students that all individuals in the room will remain in the room until further notice.
3. Lock your program space [*if feasible*] and have students take a seated position on the floor next to a wall out of the view from the door window. Strive to stay out of sight.
4. Place **exterior** window shades **up**.
5. Ignore any routine secondary grades 'end of period' or 'start of period' bells.
6. Take attendance. Include additions. Make note of missing students.
7. Lock down ends only when you are notified via the public address system or physically released from your room by school authorities or emergency responders.

Staff not supervising classes are to immediately check nearby hallway spaces and restrooms, immediately bring students with them into a nearby classroom.

SUSPECTED DRUGS, ALCOHOL AND/OR WEAPON

Report all related rumors immediately to the school office. If you are teaching a class, calmly send a sealed envelope to the office addressed to **“IMMEDIATE ATTENTION OF A PRINCIPAL OR OTHER ADMINISTRATOR”**. Continue to observe the student[s] in question until help arrives. Return to business as usual after the student in question is removed from class.

OUT-OF-CONTROL INDIVIDUAL

Help maintain the safety of other students and staff, by:

1. Moving students out of the room, if necessary.
2. Keeping a desk or chair between you and the out-of-control individual.
3. Speak in a slow, calm voice.
4. Notifying the school office as quickly as possible.
5. Securing other staff to help until the appropriate administrator/supervisor arrives.

To help maintain safety, avoid:

1. Threatening the out-of-control individual.
 2. Laughing or joking with that individual.
-

CODE RED

Used by the Superintendent or designee to evacuate the building, **without use of the evacuation signal system**, after authorized staff have “swept” the hallways, exits and places of refuge. The Principal [*if available*] or other administrator [*if available*] or staff member uses the school-wide intercom to announce “**CODE RED – All staff and students are to evacuate the building**”. The Principal or other administrator will designate safe area[s] for individuals to gather, and a command post area.

Upon the announcement of “CODE RED”, all staff will escort all students at least fifty [50] feet away from the building. All staff are to check their individual work areas and hallways, on their way out of the building, for packages or items which appear unusual or out of place. **Do not touch or move such items.** Anyone observing anything unusual should report their suspicions at the designated command post after escorting students from the building. Staff who are supervising students at the time of the “CODE RED” are to:

1. **Take their class register**, a pen or pencil and paper with them
2. **Follow students out of the room** and stay outside with their students;
3. **Take attendance immediately** upon arrival to a safe location outside that school;
4. **Report missing students immediately** to the attendance monitors who will move from staff member to staff member outside the facility. **Each school’s Principal** will assign several individuals as attendance monitors. Students not in a classroom at the time of an evacuation signal are to exit and report to the nearest staff member at a safe distance outside the facility who is already supervising one or more students.

LOCK OUT

Inside activities continue in normal fashion. All outside activities are terminated. Entry to the building is monitored and only through the main entrance door of that school. Place **exterior window shades down.**

CLASSROOMS EXIT LIST

EXIT 1 *(Use FIRST set of doors)*

H101	H118
H103	H207
H104	H210
H105	

All office spaces from HS Nurses
office down use - **Exit 1**

EXIT 1 - A *(Use SECOND set of doors)*

H209	H215
H212	H218
H213	
Library Media Center	
HS Girls Gym	

EXIT 2

H104	H203
H106	H204
H107	H205
H108	H206
H109	H208
H110	M10
H200A	M38
H201	M6
H202	M8

EXIT 3

H111	H117
H112	M1-B (MS Guidance office)
H113	M1-C (MS Nurse)
H114	M1-D
H115	M2
H116	M3

EXIT 4

M5	M36
M7	M37-A
M9	M37-B
M32	M38
M33	M39
M34	M41
M35	M43
M1-A (MS Office)	

EXIT 5

MS Cafeteria

EXIT 6

M6	M27
M8	M28
M10	M30
M26	M31

EXIT 7

H216
H217
H219
M20

EXIT 8

M11	M21
M12	M24
M13	M25
M14	M27
M16	Music Rm

EXIT 9

H220
H221
H222
Fitness Center

EXIT 10

TL1
TL2
TL3
HS Boys Gym

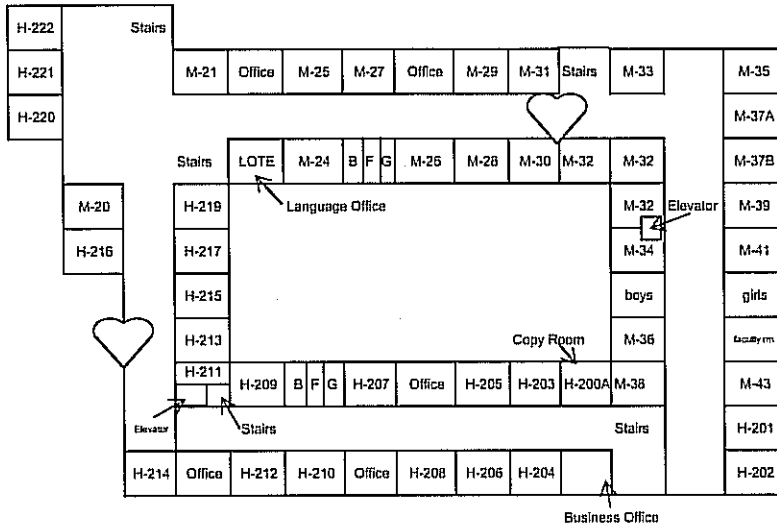
EXIT 11

AUD (Auditorium)
H119 (Band Rm)
H120 (Orchestra Room)

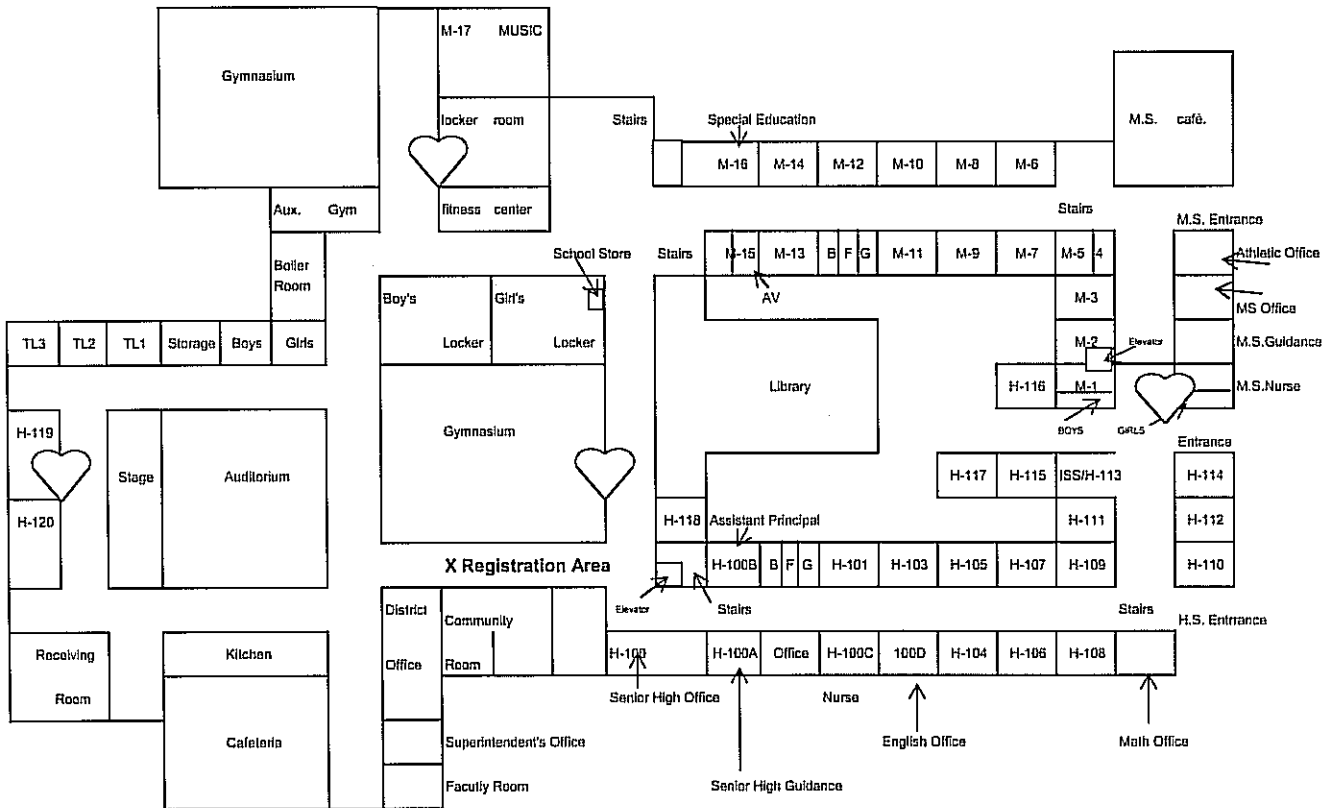
EXIT 12

District Office Spaces
HS Cafeteria

APPENDIX D Floor Plans



SECOND FLOOR PLAN



FIRST FLOOR PLAN

♥ = AED

---FACULTY AND STAFF BADGES---

Faculty and Staff are expected to wear picture badges at all times.

-----GRADING POLICIES AND PRACTICES-----

INTRODUCTION

The Peru High School staff recognizes its obligation to meet the varying academic needs of the individual student. In some subject areas, students are grouped according to their special interests, needs or scholastic ability, yet in other subject areas, students are heterogeneously grouped. Regardless of the grouping pattern, staff members are encouraged to recognize the unique qualities that exist within each individual student and are encouraged to provide learning experiences designed to meet the need, talent, ability, aptitude, and personality of each individual student. It naturally follows that these same individual differences must be considered in evaluating the progress of each student.

GRADE REFLECTS ACADEMIC ACHIEVEMENT

A grade reflects the academic achievement of a student in relation to the curriculum, the individual, the grade and the group. In courses where students are grouped according to their ability, the teacher should always be mindful of the possibility of a student being misplaced within a group.

In assigning a grade, each teacher using his/her best professional judgment considers such factors as tests, notebooks, term papers, homework, and class participation. The importance of any factor may vary with the subject, grade and group. Individual grades each period reflect subjective and objective teacher judgment as related to course standards, but not to the extent of ignoring individual differences.

There should be no attempt to develop a normal curve of distribution in a class, grade or section. A full range of grades is available to all individuals, classes and groups.

It is the responsibility of the teacher to maintain a grade book in which all indicators of student progress are recorded in the event that questions arise as to how a student's grade is calculated. The principal may review this grade book at any time.

REPORT CARDS

The quarterly report card is an interpretation of the student's achievement and attitudes. With the exception of some special areas, which receive letter grades, grades are recorded numerically with the passing grade being 65.

GRADES 9-12

In calculating a student's average in grades 9-12, each quarterly grade counts 20% of the final grade and the mid-term and final exam each count 10% of the final grade. For semester courses, each quarter grade counts 40% of the final grade and the final exam counts 20%. Below are examples on how to calculate final grades.

Student's Marks:

Qtr.1	Qtr.2	MT	Qtr.3	Qtr.4	Ex2	Final	Regents
70	80	84	78	85	80	79	80

Example 1: Calculation of final Grade

$$70+70+80+80+84+78+78+85+85+80=790/10=79$$

Example 2:

$$70(0.2)+80(0.2)+84(0.1)+78(0.2)+85(0.2)+80(0.1) = 79$$
$$14 + 16 + 8.4 + 15.6 + 17 + 8 = 79$$

Please note semester grades are no longer calculated. The eSchool Data grading system will calculate final grades as noted above.

Written reports such as report cards and progress reports are not the only methods of indicating the student's progress to a parent. The individual evaluation, which may result from personal discussion between teacher, parent and counselor, is encouraged in an effort to give a total picture of the student's school accomplishments.

EXEMPTIONS FROM EXAMS FOR QUALIFYING SENIORS

Seniors who have a (90) or higher grade (not an average) for each quarter in semester courses and each of the four quarters in full year courses may be excused from taking the final examination in the subject area in which this level of achievement has been attained. This privilege is based on the discretion of the teacher. Students in grades 9-11 are not to be granted this privilege. A grade of "EX" must be entered in the Ex 1 and/or Ex 2 grading column to indicate this privilege. Good citizenship and a proper approach to studies are an essential part of every student's educational life. Code numbers representing common positive and negative factors affecting achievement are marked each quarter in the code column by using the most descriptive number or numbers.

COMMENT CODES ON REPORT CARDS

Good citizenship and a proper approach to studies are essential parts of every student's educational life. Code numbers representing common positive and negative factors affecting achievement are marked each quarter in the code column. The list of codes is presently being revised to reflect the offerings available on the new computer system. The list of codes will be published in advance of each marking period.

SUMMER SCHOOL AND FINAL GRADE

The summer school grade will be averaged with the student's end-of-year grade to obtain the final grade.

RELATIONSHIP OF GRADING AND GROUPING

In those subjects in which students are grouped according to ability, the marking system describes the student's achievement in relation to the curriculum of his group placement. Grouping is flexible and is determined largely by teacher judgment, standardized test results, and actual classroom achievement.

Differentiation of instruction because of the individual's interest, abilities, needs and personality requires variation in instructional materials, lesson plans, content selection, approach to content, teaching techniques, homework assignments, classroom assignments, classroom activities, testing instruments, grading criteria and achievement standards.

COURSE LEVEL CHANGES IN THE SCHEDULES OF STUDENTS IN GRADES 9-12

Except in extenuating circumstances, course level changes should be made no later than 10 weeks after a student enters a course. Course level changes will not be made after the beginning of the last quarter of a course.

PROCEDURE

The student, parent, and/or teacher must notify the student's guidance counselor of the possibility of a course level change specifying the reason for the change. Communication among student, teacher, and guidance counselor will take place to exchange relevant information.

If all approve of the course level change, the counselor will notify the parents of the impending change and will implement the change.

If all do not approve of the above change:

- A meeting arranged by the counselor including student, teacher, counselor, and parents (if parents wish to attend) will be held to exchange relevant information.
- If all approve of the course level change, the counselor will implement the change.
- If all do not approve of the above change:
 - A meeting arranged by the counselor including teacher, counselor, principal, and parents (if parents wish to attend) will be held to exchange relevant information.

After reviewing all of the relevant information the principal has access to, some of which due to confidentiality may not have been available to the teacher, and/or guidance counselor, the principal will either approve or deny the course level change and the counselor will inform those involved of the decision. If the principal has approved the change, the counselor will implement the change. If a teacher does not agree with the principal's decision, the teacher may register his/her disagreement in writing in the student's counselor's folder.

GRADING AFTER A COURSE LEVEL CHANGE

After a student changes levels, grades received at the former level will not be used in further grade calculations, i.e., semester or final averages. When a course level change has occurred prior to the middle of a quarter:

If the receiving teacher believes there is sufficient basis for establishing a report card grade, student will be assigned a grade for the quarter.

If the receiving teacher believes there has been insufficient basis to establish a report card grade, the student will be assigned an Incomplete until the student has completed a quarter at the new level. The grade for the incomplete quarter should encompass grades from the partial quarter, as well as the grades from the full quarter, in arriving at a quarterly average for the Incomplete.

When a student changes after the middle of a quarter:

The student will be assigned an Incomplete for that quarter. The grade for the incomplete quarter should encompass grades from the partial quarter, as well as the grades from the full quarter, in arriving at a quarterly average for the Incomplete.

REGENTS EXAMINATIONS

Students enrolled in Regents courses are required to take the Regents examinations. Exceptions to this general policy should be discussed jointly with the student's principal and counselor. Also, students should take their Regents examinations for a particular course during the year and time prescribed by the New York State Education Department. Variations from this policy should be discussed with the High School Principal.

GRADES FOR TRANSFER STUDENTS

STUDENTS TRANSFERRING INTO OUR DISTRICT:

The Registrar will give teachers transfer grades as soon as they become available. These transfer grades should be entered in teachers' grade books as soon as they are received so they won't be misplaced. These grades should be used in calculating averages, but the Registrar will enter them on the report card where appropriate.

STUDENTS TRANSFERRING OUT OUR DISTRICT:

Each teacher should always enter a withdrawal grade on the clearance form. An actual grade needs to be entered whether or not it is near a grading period or whether or not the student owes anything e.g. work, book, tests, etc. Incompletes cannot be used as withdrawal grades; an actual grade must be entered.

STUDENTS WHO LEAVE WITHOUT GOING THROUGH CLEARANCE PROCEDURES:

If a student suddenly leaves the district, the counseling office secretaries will request each teacher to sign the clearance form. Please cooperate by stopping by the counseling office as promptly as possible.

PROGRESS REPORTS

Students and parents have the right to know when a student is in danger of failing a course. Therefore, whenever it becomes apparent that a student has a failing average, it is the responsibility of the teacher to issue a warning in the form of a progress report.

Progress reports are routinely issued at each mid term period, that is, after the fifth, fifteenth, twenty-fifth and thirty-fifth weeks of school. Teachers are urged, however, to issue a report at any time the possibility of failure becomes apparent.

These reports are an opportunity to communicate with parents about their student's behavior and academic progress. You will be able to use four (4) codes. Please consider using codes to inform parents and students about their averages and also make use of codes to inform parents to attend conferences

WEEKLY GRADES

Generally, a student should have at least one weekly test grade (not necessarily a full period exam), one weekly homework mark and one weekly class participation mark. The weekly test should be filed in the folder that the teacher maintains for each student.

MINIMUM/MAXIMUM GRADES

Except in unusual circumstances the minimum quarterly mark for quarter 1 will be 50. The maximum grade should not exceed 100. Please discuss any grades below 50 with the Principal on all ensuing quarters before submitting grades.

INCOMPLETES

An incomplete may be recorded on the report card when course requirements have not been met during the quarter. By the time the next report card is issued, the work should be completed and a grade recorded. If the work is not completed by the end of the next quarter, the incomplete is removed and a failing (or lowered) grade is recorded. At the end of the fourth quarter, an incomplete grade must be converted into a numerical grade. Students are not eligible for the Honor Roll if they have an incomplete on the report card.

REPEAT

A student who fails a course must repeat the entire semester or semesters failed. The passing of failed courses will be determined by averaging any of the first semester with any of the second semester grades.

STUDENT GRADING OF PAPERS

A student is not to grade any papers other than short objective tests, which are scored within the class period under the teacher's supervision. Evaluation is a professional responsibility and must be done by professionals.

HONOR ROLLS

Four honor rolls are published each year. Each is based on quarterly averages. A student is eligible for the honor roll or high honor roll if the following conditions are met:

HONOR ROLL

All grades are passing (no failure, Incomplete, or Unsatisfactory) and the quarterly average is 85 or better using all subjects

HIGH HONOR ROLL

All grades are passing (no failure, Incomplete, or Unsatisfactory) and the quarterly average is 90 or better using all subjects.

Guidelines on Grading of Student Work

Peru CSD policy P-4710 states the Board of Education recognizes that the primary purpose of grades is to communicate demonstrated student achievement, relative to district curriculum and performance standards. That policy states grading is perhaps best understood as a shorthand method of communicating complicated information about student learning and progress.

This administrative protocol features excerpts from policy P-4710 and a concise set of collaboratively constructed guidelines for administrators and faculty members. This protocol is intended to:

- Highlight key points from Peru CSD policy on grading of student work;
- Encourage a measure of 'connection' at each particular grade span;
- Embrace differentiation between and among individual faculty members;
- Provide suitable flexibility for individual faculty members;
- Inform constituents of what is expected at Peru CSD in regard to grading.

Regarding Peru CSD Policy P-4710, Grading of Student Work

- A. The Board of Education recognizes that classroom teachers have the primary responsibility to evaluate students and to determine student grades.
- B. The professional judgment of the teacher shall be respected. Therefore, once a grade is assigned to a student by a teacher, the grade may only be changed by a Principal or Director after consultation with the teacher regarding such a change, and after notifying the teacher that such a change is being made by the Principal or Director.
- C. Should a Principal or Director enforce a grade change, that administrator will promptly provide a written report of the matter to the Superintendent of Schools within twenty-four hours of taking such action.
- D. Classroom teachers shall evaluate students and assign grades according to the established system.
- E. Parents/guardians shall be provided a written report card at least once each ten-week marking quarter regarding their child's achievement.
- F. Report cards are not intended to exclude other means teachers can employ for reporting of progress, such as phone conversations, parent-teacher conferences, five-week interim reports and brief teacher notes and/or counselor notes to parents/guardians at any point during a marking quarter.
- G. Principals, counselors and teachers are to be available on an appointment basis during the school day to confer with parents/guardians regarding the progress of a student.
- H. The grading system is to be consistent with the quarterly report card system collaboratively developed and updated from time to time among teachers, parents/guardians and program administrators.

What is achievement, in regard to grading of student work?

Achievement is the accomplishment by a student of something which is customarily associated with effort, skill, strength and/or pursuit of academic success in school.

What is assessment, in regard to grading of student work?

Assessment is the practice of evaluating and/or testing individual students, cohorts or other groups of students, grade levels, schools or school districts. Assessments take various forms, such as paper-based achievement tests, multiple-choice tests, short written or verbal responses to particular open-ended questions, performance tasks such as science lab tasks, diagnostic tests and screening tests.

What is a grade?

A grade is the letter, number or other symbol commonly used at that grade span indicating the relative quality of a student's achievement for a particular course, project, assessment or assignment.

What is the purpose of grading schoolwork?

To inform each student and that student's parent/guardian of emerging achievement patterns associated with effort, skill, strength and/or pursuit of academic success with that particular course of study or grade level.

What about frequency of grading and reporting of grades?

Grades 6-12 teachers provide an average of at least one student grade per week or so, thereby allowing for approximately ten grades per marking quarter. Elementary classroom teachers provide several grades per student per week.

What is the purpose of a 'final grade' for a middle school or high school course?

The purpose is to provide a single-grade summary of overall effort, skill, strength and success with that particular course.

General guidance on a minimum grade, ‘floor grade’ or a ‘zero’:

Teachers should keep in mind that a student’s grade is to inform the student and that student’s parent/guardian of emerging achievement patterns associated with effort, skill, strength and/or pursuit of academic success with that particular course of study or grade level.¹

Individual Teacher Grading Practices

In the elementary grades, report cards feature information on grading practices. In the middle school and high school, individual teachers provide a summary of their professional practice regarding grading, so their students better know how to succeed, such as with promptness and quality of work.

¹ The ad-hoc task force on grading of student work recommends grade span focus on such matters.

-----SCHOOL COUNSELING SERVICE-----

School counselors provide a variety of services. These include, but are not limited to, individual or group counseling regarding peer relationships, family situations, decision-making, academic performance, and career planning. In special circumstances counselors refer students to other professional personnel and/or services to assist them more effectively. Additionally the counselor, in consultation with the student and parent, determines the student's academic program through teacher recommendation, past academic performance, and achievement test results.

To best meet a student's needs, counselors and teachers must work together. Teachers are encouraged to keep counselors apprised of academic problems a student might be experiencing, as well as any concerns regarding interpersonal difficulties. Since the counselor-student relationship begins when the student enters secondary school, counselors might be aware of information, which could facilitate a more effective student-teacher relationship. Cumulative folders, which contain academic and family history information for each student, are housed in the counselors' offices. Communication between counselor, teachers, students, and parents is the cornerstone of Peru High School Counselor Services.

---COMMITTEE ON SPECIAL EDUCATION (CSE) ---

Any teacher or professional staff member who has reason to suspect that a student may have a disability is encouraged to contact the student's guidance counselor to obtain pertinent background information about the student, which will assist in determining the appropriateness of a CSE referral. Together they will determine whether a meeting of the student's teachers and any other professional personnel should be arranged to facilitate the referral process. Such a meeting would serve to:

Clarify the reasons for the referral;

Discuss whether sufficient attempts to remediate the student's difficulties have been made prior to CSE involvement, or state the reasons why no attempts were made.

Decide whether a CSE referral will be submitted; and

Summarize previous parent contact regarding the referral concerns.

If it is decided to refer the student to the CSE, the professional staff member making the referral should obtain a referral form from the Guidance Office. The form must be completed thoroughly and given to the chairperson of the district's Committee on Special Education. The form should be sent in its entirety. A copy will be returned for the teacher's records.

Upon receipt of the referral, the Director of Special Education will officially notify the parents of the referral, inform them of their due process rights, and seek written permission to conduct the evaluation.

Evaluation and CSE recommendation must be completed within 30 school days from receipt of parent permission or 40 days from the date of the referral, whichever is earlier.

"A pupil suspected of having a disability shall be referred in writing to the chairperson of the district's committee on special education (CSE) or to the building administrator of the school which the pupil attends or is eligible to attend for an individual evaluation and determination of eligibility for special education programs and services". (Commissioner's Regulations, Section 200.4)

----- EVALUATION/PROFESSIONAL ISSUES-----

CERTIFICATION

Certification requirements as mandated by the New York State Education Department are designed to improve the professional status of teachers and assure a quality educational program. The individual teacher must assume the responsibility of filing application for certification and fulfilling any necessary requirements within the prescribed time. Application forms can be secured in the District office. The Clinton County CVES Office, John Harold Educational Center, Plattsburgh (Tel. 561-0100) is the local certification office. Questions concerning certification must be directed to that office.

CUMULATIVE PERSONNEL RECORD

Cumulative personnel records containing important data on the professional background and certification of each faculty member are maintained in the District Office. Yearly, these offices should be notified of graduate credits acquired at summer school or through extension courses.

SUPERVISION OF INSTRUCTION

A major responsibility of the administration is evaluating the effectiveness of the teacher and of the educational program. When making these evaluations, the administration will depend on first-hand knowledge of the activities carried on in the classrooms.

Formal observations of classroom situations will be followed by a conference concerning the observation. At this time a discussion and evaluation of the observation will be made with the teacher.

Following the conference, the High School Principal, or Assistant Principal may insert a formal write-up of the observation in the

teacher's personal file. A copy of this report will be given to the teacher. This will happen at least once a year for tenured teachers and a minimum of twice a year for probationary teachers.

In the supervision of instruction, emphasis will be placed upon the observation of those faculty members on probationary appointment. Faculty members are encouraged to participate in programs of self-improvement and self-evaluation.

PHILOSOPHY OF EVALUATION OF TEACHERS

The Peru Board of Education, administration, and faculty believe that effective evaluation of teacher performance has can be an important catalyst for significantly improving the quality of teaching and learning in the schools. Where good teaching is occurring, effective learning is taking place.

The major areas that constitute the Philosophy of Evaluation for the Peru Central School District are as follows:

The major purpose of evaluation is to improve the quality of teaching and learning.

Cooperation and communication between the evaluator and the teacher should be maintained with the goal of improving instruction.

Evaluation is primarily diagnostic and prescriptive in nature, not judgmental.

All staff members have a right to contractual due process in the evaluative stages. (The Agreement between the Superintendent of Schools and the Peru Association of Teachers supersedes the Teacher Evaluation Procedures (Article 14).

Experimentation, creativity, and flexibility shall be encouraged as part of evaluation.

DEFINITION OF TERMS

Informal Observation - An administrator's visit to see or to participate in classroom activities. This visit may result in a written evaluation only if it follows Article 14e of the Agreement.

Formal Evaluation - An administrator's assessment of a teacher's performance for the purpose of improving instruction.

EVALUATION PROCEDURES

The building principal or the immediate supervisor using the following procedures will evaluate all professional personnel:

- Tenured staff members will be formally evaluated a minimum of once a year.
 - All professional personnel will have a pre-conference prior to a formal observation.
 - A 24-hour notice must be given prior to the formal observation.
 - A post-conference must be held within five school days.
 - The staff member and/or the administrator may initiate the Improvement Plan as a result of the observation (see Appendix A).
 - A written narrative will be the tool through which the formal observation shall be expressed (see Appendix A).
 - The staff member will receive the written narrative within 10 school days following the post-conference.
 - Formal evaluations of all teachers are placed in their personnel files in their respective buildings. Non-tenured teachers also have copies placed in their District Office personnel files.
- Non-tenured staff members shall be formally evaluated a minimum of twice each year.
 - Each professional staff member has the option of completing a self-assessment at any time for personal reflection.

---MISCELLANEOUS OPERATIONAL PROCEDURES---

ASSEMBLY PROGRAMS

Students will report to the assembly directly from class, and classroom teachers will accompany and sit with their classes at the assembly. Specific directions concerning the order of passing to the assembly will be given over the PA.

Students are expected to conduct themselves in a mature, adult manner throughout the course of all assembly programs. All teachers whose students are attending an assembly are expected to sit with their students and to assist in maintaining control of their students throughout the assembly.

BUILDING UP-KEEP

Faculty members and students are charged with the responsibility of properly caring for the building and its equipment. The following policies should serve as guidelines:

Fun-Tak reusable adhesive, rather than scotch tape or masking tape should be used as an adhesive when securing display materials to the walls or chalkboards. However, when at all possible, the display rail and bulletin boards should be used for display purposes.

Each teacher is responsible for the care of the classroom including its equipment and furniture during the class period or study hall. Adequate supervisory measures should be taken to prevent the marking of walls, bulletin boards and desktops or any other damage to school property.

Each teacher should assume the responsibility for the general appearance of his/her assigned room. Teaching materials, equipment, texts, etc. should be neatly organized and arranged.

For your protection, do not cover the doors or windows to the hallway.

BUILDING USE

The use of the building or school grounds outside of school hours by faculty members, organizations or other schools must be cleared through the High School Principal.

Individuals requesting the use of the school facilities must complete and return a Building Use Form to the High School Principal

EMERGENCY LESSON PLANS

The development of daily lesson plans is the responsibility of every teacher. Teachers will file emergency plans for three days in the senior high office. These plans should be written in detail and accompanied by the necessary materials for the substitute. As plans are used, new plans are to replace them so that lesson plans for three days are always on file.

FACULTY MEETINGS

Faculty meetings are generally held once a month and all staff are required to attend unless excused in advance by the Principal. The meetings will begin at 2:20 P.M. and normally last no longer than forty-five minutes. Please do not have students remain for extra help on meeting days.

FACULTY TRIPS AND CONFERENCES

Faculty members planning to attend in-service training sessions and conferences must submit written requests to the High School Principal at least thirty days prior to the date of the trip.

FIELD TRIPS—REFER TO FIELD TRIP POLICY P-4952 ON PAGE 41-43

FUNDRAISING

All fundraising events must be cleared through the high school principal. All fundraising monies must be secured in the school safe in the high school office. **Paperwork and deposits must be completed and deposited within 24-hours.** Absolutely no money is to be stored elsewhere (i.e. classroom, teacher's desk, etc.)

MAIL

Each faculty member is assigned a mailbox, which is located in the High School Mail Room. It is recommended that faculty members check their mailboxes twice each day as notices and important communiqués are placed in them throughout the day,

Packages will be delivered to your room, or a slip will be placed in your mailbox indicating that a package can be picked up in the High School Office.

PUBLIC RELATIONS

The attitudes, words and actions of faculty can cultivate good or poor relations between the school and community. The classroom teacher, constantly in the spotlight and often the topic of dinner table conversation, must often use restraint and discretion in an effort to enhance the image of the school in the public's eye. Often, this demands that we be patient with the impatient, courteous to the discourteous reasonable with the unreasonable school patron. Yet, at the same time, we must remain fully united in upholding policies and practices we believe to be educationally sound. Such a role is often difficult, but essential.

REPETITIVE WRITING AS PUNISHMENT

Under no circumstances should repetitive writing be used as a punishment.

FOOD AND DRINK

Eating and drinking in classrooms will be at the teacher's discretion.

SUBSTITUTE TEACHERS

Faculty members at all grade levels who are aware of coming absences i.e., medical appointments, should call sub-finder at (643-6324).

In cases of sudden illness and emergencies, staff members should call sub-finder at 643-6324 anytime prior to 6:00 A.M. the next day or report your absents on web connect. After 6:00 A.M. you must call the principal at 643-6402.

TELEPHONE CALLS

Each teacher will be assigned a voicemail box number. All calls during school hours will be routed to that number. Voicemail messages will also be sent to each teacher's e-mail in the form of a wave file. Each teacher should check their voicemail and e-mail throughout the day.

Each classroom phone will be a separate number from the teacher's voicemail number.

Teachers are not to use or have their cell phones on during any instructional or supervisory period of their work day. Cell phone use during prep or lunch time is acceptable. Teachers are not to use their cell phone when students are present.

TEACHERS' DAY

Generally, teachers must report for work by 7:20 A.M. and remain until 2:45 P.M. On Fridays and the days before vacations, the teacher workday shall end five (5) minutes after the students' day.

Under Article 7, Section G of the agreement between the Peru Association of Teachers and the Superintendent of Schools, every faculty member is required to sign out in the appropriate office if you leave the building during your lunch period.

REMINDER: Please be sure to turn out the lights and lock the door to your classroom at the end of the day. Remember that emergency windows are not to be blocked with materials and should only be opened in the case of an emergency. Also please use Room 202 to make copies. Large quantities (over 25) should be done on the large machine.

TEACHER VISIBILITY

The presence of teachers in the hallway helps students feel safe, discourages negative behavior, reduces the incidence of tardiness, and helps teachers understand peer relationships. Teachers are encouraged to be in the hall at the beginning, during the passing of classes, and at the end of the school day.

NATIONAL HONOR SOCIETY

SELECTION PROCESS

Members selected to the N.H.S. are required to have demonstrated scholarship, leadership, character, and service. The N.H.S. Selection Committee uses the following procedure in evaluating each candidate in each area:

Scholarship - A list of students academically eligible is compiled by the Guidance Office after the mid-year examinations during the student's junior year. A cumulative average of 88 for grades 9, 10 and the first semester of grade 11 is required.

Character - A student rating sheet is sent to faculty members currently teaching the students who are academically eligible. Rating sheets are also available to all faculty who have had contact with eligible students. This faculty list includes coaches and advisors grades 9-11. The student will provide a list of a minimum of nine teachers and minimum of two coaches, advisors or community members to complete an evaluation form/rating sheet. Each eligible candidate will also have a department record released by the discipline office.

Leadership & Service - Each student who is academically eligible for N.H.S. and wishes to be considered for membership must fill out a personal history form in which he or she briefly details those services, both school and community activities and projects, that have involved active participation. The candidate must also list all offices held and awards received.

When the N.H.S. Selection Committee meets, it uses the faculty evaluations and the students' personal history forms to assist in the selection of those candidates who will be inducted.

DISMISSAL FROM THE NATIONAL HONOR SOCIETY

Any member whose cumulative average drops below 88 will be on probation for one 10-week marking period. If the average has not been raised to at least 88 by the next marking period, the member must be dismissed from N.H.S.

Any N.H.S. member found to be consistently in flagrant violation of school rules shall be subject to dismissal from N.H.S.

Any N.H.S. member found guilty of cheating or of the personal use, possession, or sale of alcohol or any controlled substance shall be subject to dismissal from N.H.S.

GUIDELINES ESTABLISHED FOR SCHOLASTIC ELIGIBILITY

Scholastic recommendations for the N.H.S. will be based on the following:

Prospective candidates (Juniors & Seniors) must be enrolled for a complete semester in Peru Central High School. Transferring students who can prove membership at a former school may transfer to this chapter if they qualify according to these guidelines.

Prospective candidates will initially be screened following the mid-year marking period of their junior year.

A cumulative average of 87.5 of non-secular, high school credit-bearing courses (any 8th grade accelerated mathematics or language courses receiving credit are also included in the cumulative average) excluding physical education, band, chorus and orchestra must be maintained (this average is computed through the midyear of the current year).

All current members will be screened at year-end of their Junior year and any deficient averages will be referred to the chapter advisor. Averages must be in the acceptable range by the following year.

Note: At one time a failed course eliminated a student from consideration. According to the 1997 "National Honor Society Handbook" (pg. 25), a failing grade is not an acceptable reason to automatically eliminate a student's candidacy. Therefore, this requirement was eliminated locally in May 1998.

TIME SCHEDULE -- HALF DAY

(DISMISSAL AT 10:28)

Period 1	7:28	-	7:51	(23 minutes)
Period 2	7:55	-	8:10	(15 minutes)
Period 3	8:14	-	8:29	(15 minutes)
Period 4	8:33	-	8:48	(15 minutes)
Period 5	8:52	-	9:08	(16 minutes)
Period 6	9:12	-	9:28	(16 minutes)
Period 7	9:32	-	9:48	(16 minutes)
Period 8	9:52	-	10:08	(16 minutes)
Period 9	10:12	-	10:28	(16 minutes)

EARLY DISMISSAL OR ASSEMBLY AT THE END OF THE DAY

(PERIOD 9 IN THE MIDDLE OF THE DAY)

Period 1	7:28	-	8:07	(39 minutes)
Period 2	8:11	-	8:42	(31 minutes)
Period 3	8:46	-	9:17	(32 minutes)
Period 4	9:21	-	9:52	(32 minutes)
Period 9	9:56	-	10:28	(32 minutes)
Period 5	10:32	-	11:12	(40 minutes)
Period 6	11:16	-	11:56	(40 minutes)
Period 7	12:00	-	12:40	(40 minutes)
Period 8	12:44	-	1:24	(40 minutes)
Activity Pd	1:28	-	2:08	(40 minutes)

TWO ASSEMBLIES (LINDA LANE'S SCHEDULE)

Senior High				Middle School			
Period				Period			
1	7:28	-	8:00 (32 minutes)	1	7:28-8:00	(32 minutes)	
Assembly	8:04	-	8:54 (50 minutes)	2			
3	8:58	-	9:22 (24 minutes)	3			
2	9:26	-	10:16 (50 minutes)	Assembly			
4	10:20	-	10:44 (24 minutes)	4			
5	10:48	-	11:28 (40 minutes)	5			
6	11:32	-	12:12 (40 minutes)	6			
7	12:16	-	12:56 (40 minutes)	7			
8	1:00	-	1:40 (40 minutes)	8			
9	1:44	-	2:08 (24 minutes)	9			

APPENDIX A

GRADUATION REQUIREMENTS
 Class of 2011-2014
 (Entering 9th Grade – Fall 2010-2013)

CREDIT Requirements

Regents and Local Diploma	Core Courses	Adv. Designation on Regents Diploma
4.0	English	4.0
4.0	Social Studies	4.0
3.0	Math	3.0
3.0	Science	3.0
1.0	Fine Arts	1.0
1.0**	Language Other Than English*	3.0
0.5	Health	0.5
2.0	Physical Education	2.0
18.5	Total Core Courses	20.5
3.5	Total Elective Courses	1.5
22.0	GRAND TOTAL	22.0

EXAM Requirements

Regents Diploma and Local Diploma - 5 Exams	Course	Advanced Designation on Regents Diploma – 8/9 Exams
Regents-min. score 65	English	Regents-min. score 65
Regents-min. score 65	Social Studies-Global Studies	Regents-min. score 65
Regents-min. score 65	Social Studies-U. S. History	Regents-min. score 65
Math A Exam-min. score 65	Math	Intermediate Algebra-min. score 65
		Geometry-min. score 65
		Algebra II and Trigonometry- min score 65
		OR Math A and B – min score 65
Regents-min. score 65	Science	Regents-min. score 65
		Regents-min. score 65
	Language Other Than English*	Regents-min. score 65*

**Earned by passing proficiency exam or passing one high school course.

*Students may replace Language Other Than English requirement and exam with a 5-unit sequence in occupational studies, art or music.

Students entering grade 9 in 2007 - To earn a Local Diploma, a student must have at least four scores at 65 or above on the five required Regents Exams and 55 or above on the remaining required one Regents Exam. To earn a Regents Diploma, a student must pass all five required Regents Exams at a score of 65 or above.

Students entering grade 9 in 2008 and after – All five required Regents Exams must be passed with a score of 65 or better. All students wishing to earn a Regents Diploma with Advanced Designation must pass the following required Regents Exams with a 65 or better: English, Global History, U.S History, Physical Setting Science, Living Environment Science, Intermediate Algebra, Geometry, Algebra II and Trigonometry, (or Math A and Math B) and LOTE (a five unit sequence in Occupational Studies, Art or Music may be substituted for LOTE requirement).

CREDITS

Consult Appendix A for specific requirements for particular graduating classes. One credit is granted for a subject that meets every day both semesters. A half-credit is granted for a subject that meets daily for one semester every other day for a full year. Units of credit are granted generally only to students registered in grades 9 – 12.

In order to be in a senior homeroom, a student must have accumulated at least 15 credits and be a valid candidate for graduation by the end of that academic year. Special permission from the Principal is necessary for a student to graduate in less than the normal number of high school years.

---SPRING 2002 SECONDARY GRADES HOMEWORK TASK FORCE---

TASK FORCE PHILOSOPHY STATEMENT REGARDING HOMEWORK:

Learning is not limited to the classroom. Homework is an essential part of the learning process and is a vital link connecting students, teachers and parents.

RECOMMENDATIONS FOR TEACHERS:

- Focus overnight homework assignments on independent practice, preparation for class, reinforcement and/or extension of classroom work.
- Provide timely feedback to students who complete and submit homework in a timely manner
- Send information home at the beginning of the school year [or the beginning of the course for second semester courses] regarding intended homework procedures and class expectations. Substantial longer-term changes to such procedures and expectations by the teacher should generate follow-up notification to parents and students. For example, information to be sent home could state the:
 - Anticipated frequency and type of homework assignments;
 - Estimated length of time students will likely need to complete that teacher's blend of overnight and extended task homework assignments.
- Avoid assigning homework as a form of punishment.

RECOMMENDATIONS FOR PARENTS:

- Expect there will be studying/homework to do each night.
- Be a good listener. Talk about what's going on in school with your child.
- Acknowledge academic accomplishments.
- Send the message that school is important. Be aware if school is missed, students are responsible to make up work in a timely manner.
- Be prepared to help your child access and use appropriate resources to be successful with his/her homework. Please do not do the work assigned for your child.
- Make every effort to attend open -housed and parent-teacher conferences. Communication with teachers is essential. Contact teachers if you have questions or concerns. Keep in mind that every teacher in the school district has a telephone extension with voice mail.
- Find additional homework resources at www.PeruCSD.org.

RECOMMENDATIONS FOR STUDENTS:

- Complete assignment on time. Record each assignment and date the assignment is due. Make sure missed assignments in a timely manner, if absent.
- Identify a place at home to work productively on homework. Make sure homework supplies are on hand.
- Manage time effectively with homework being the priority. Expect some homework and/or studying to be assigned each night.
- Make certain you understand your assignments. Contact teachers or use other resources for clarification.
- Realize that as the level of coursed work increases, assignments may take longer to complete.
- Show your parents some work you've completed.

CLASSROOM FILMS AND VIDEO

Increasingly, nonprint media – broadcast, cable, satellite and recorded video; audio; film; CD-ROM, DVD and Internet have become everyday and primary sources of information and recreation, as well as emotional and artistic experiences.

Instructors have included use of film and video in their classrooms for decades. Our students now arrive at our schoolhouse from homes and neighborhoods that include extensive and increasing routine exposure to nonprint media. As our programs and practices evolve in the early years of this new Century, teachers are charged by the Board of Education to be thoughtful regarding the amount of instructional time we allocate for students to view nonprint media in the classroom, and to be thoughtful regarding the commercial films and videos we choose to have our students view during class time.

This charge reflects the emerging awareness that academic responsibility includes sound decisions regarding how we choose to use the limited instructional time available each class period, each day, each week, each semester and each academic year.

It's important that teachers draw upon this exposure to develop critical thinking about nonprint media. Students do well to develop the knowledge, critical awareness and technical skills to become participants in, creators of, thinkers about and consumers of nonprint media, given the substantial use of nonprint media as part of everyday life.

Faculty may use materials that, while potentially controversial, need to be examined so students can confront the stereotyping, propagandizing and editorial gatekeeping so prevalent in mass media. Such examination allows students to discover that nonprint media may have historical, commercial, ideological and value-laden messages.

Periodic concerns from parents expressed to board members regarding classroom use of commercial video materials are the catalyst for this examination of district policy associated with instructor selection and use of classroom video materials. Such parental concerns were shared with the district level team during winter 2001, with the intent of promoting staff discussion and improving practices associated with classroom use of video materials throughout all our classrooms and thereby eliminating the need for additional guidance from the Board of Education.

Intent of this Policy

This policy is intended to provide guidelines in regard to selection and use of classroom video materials, with prime focus on commercial films and commercial videos. A specific definition of 'commercial' is included within the procedures section of this policy.

Guidelines

- Selection of films and videos for classroom study should be the province of teachers and librarians. The selection should be based on sound educational criteria, consistent with the district's updated mission statement and the district's policy on curriculum guides.
- The rating system of the Motion Picture Association of America (MPAA) should not be used as the primary guide in selecting films or videotapes. The MPAA ratings are made by the film industry expressly without regard for artistic or educational value.
- Learning to dispute civilly is part of intellectual development. The classroom teacher's role in discussion of nonprint media is one of mediating between and among conflicting viewpoints and perceptions.

Faculty are Expected to:

1. Select appropriate films and videos for classroom use from a variety of outlets and viewpoints, to encourage student intellectual and aesthetic development.
2. Preview films and videos and provide rationales to students for their use.
3. Include sufficient introductory preparation for the students prior to showing films and videos for which controversy might be expected. Such preparation would include:
 - A. Carefully and clearly explaining the overriding educational purpose.
 - B. Identifying to students how they'll be actively engaged in the process during class time.
 - B. Scheduling time for substantial follow-up discussion and clarification of initial responses to the film or video, in regard to the educational purpose.
 - C. Employing inquiry-based classroom strategies to provide for such follow-up.
4. Develop techniques of leading respectful discussion and debate.
5. Guide students through the process of resolving conflict regarding what was heard or seen.
6. Provide a historical, cultural, economic or social context for any film or video used in the classroom.

8. Follow copyright laws as they apply to film and video, and follow fair-use laws of broadcast programming for educational purposes.
9. Mediate between and among conflicting student viewpoints and perceptions.

Selection Criteria for Films and Videos

Teachers will select films and videos for classroom use within the following parameters:

1. The film or video will connect clearly and relevantly with the course, enhancing or reinforcing student understanding of the course's content.
2. Teachers are encouraged to select films or videos in collaboration with colleagues, including but not limited to one or more of the following: grade level and/or department teams, grade level or department chairpersons, Principals, librarians, parents from the school's parent association or booster club, or that school's site-based shared decision making building level team.
3. The film or video will be judged by those involved with the selection process to be appropriate to the age level of the students in that course.
4. The film or video will not contain excessive or gratuitous violence or sexual explicitness inappropriate for the age level of students in that class.
5. The film or video will meet one or more of the following criteria:
 - Make information or concepts more accessible through other media.
 - Generate thought and discussion regarding the subject being studied.
 - Illustrate techniques of media manipulation.
6. The experience and background of their students.

Procedures for Use of Commercial Films and Videos*

The following procedures are to be used for all health films and videos, whether or not a particular health film or video is identified as 'commercial'.

In addition, these procedures are to be used by all teachers whenever an entire 'commercial' film or video program or a substantial portion of a 'commercial' film or video is selected by the instructor for use during class time at any point during the academic year.

'Commercial', in the context of this particular policy, is defined as any film or video other than those produced and sold expressly and exclusively for educational use. For example, any films or videos that are also routinely available in stores, broadcast via network television or cable television, or shown in movie theatres are all considered commercial films.

1. Early in the school year or semester, the teacher will send parents [via students] that individual teacher's list of commercial films intended for use that school year by that teacher. This list will include the MPAA rating where applicable. The teacher will provide a brief description of that film or video to the parent, upon parent request. That description will include a rationale for using that particular film or video material. If there is potential controversy related to language, violence, drug and alcohol abuse or sexual issues the description is to include mention of that. The board strongly encourages parents to obtain a copy of the description and review it. A copy of that list is to be provided to and kept available by the Principal.
2. If a commercial film or video that has not been included on the early list is intended for use by the teacher, a supplemental notice is to be sent to parents. That notice is to be provided so that parents have five (5) days notice prior to the commercial film or video being used in class.
3. Teachers will make alternative [equivalent but different] academically relevant assignments for students whose parents, or who themselves, do not wish to make use of a specific commercial film or video. In rare instances when a student would miss a significant portion of the course content because of objection to materials, the student's placement may be reconsidered.
4. Substitute plans [emergency and otherwise] that include use of film or video are to be constructed in a manner consistent with this policy, in general, and these procedures, in particular.

Excerpts of Video Materials

Short excerpts [such as ten minutes or less] of commercial film or video selections may be used on an ad hoc basis by the teacher to illuminate an idea or as part of a student report. While prior parental notification is not required in such instances, students are to be informed of content and allowed to briefly and easily excuse themselves from class if they so desire. All other aspects of this policy are to be followed.

Footnote

The Peru Central School District recognizes that each of our students has a different level of sensitivity. The board encourages parents to obtain from the teacher or from another source a copy of any commercial film or video in question and review it. As each teacher tries to know each student, we recognize that parents know their own child better.

Parents are encouraged to contact their child's teacher if they have any questions or concerns about a commercial film intended by the teacher for use in the classroom.

Adoption date: October 14, 2008

TEXTBOOK SELECTION AND ADOPTION

The Board of Education is responsible for the selection and designation of all textbooks to be used in the district schools. Consistent with Education Law §1711, the Superintendent of Schools is charged with establishing and leading administrators and appropriate staff with the process of evaluation, recommendation to the school board via the Superintendent of Schools, and subsequent district adoption of textbooks for purchase and use.

The Superintendent of Schools is charged with establishing and periodically updating a concise district-wide protocol for establishing administrator/staff ad-hoc committees to evaluate prospective new textbooks and to select recommended new textbooks. That protocol is to include a brief review [*if it already exists*] or the construction of [*if it has not yet been constructed*] a concise, up-to-date school district course of study for any elementary grades content area or secondary grades course for which an updated textbook is to be recommended. The updated course of study is to be used as one component in that district-wide protocol. The intent is to help ensure a reasonable match between the particular updated course of study for our students and the new textbook. The protocol is to include use of a comparison chart to be used by ad-hoc textbook selection committees to help such committees compare one prospective textbook with other prospective textbooks.

The Superintendent of Schools is further charged with establishing and periodically updating a multi-year timetable for particular elementary grades content areas and secondary grades courses for which updated textbooks will be considered. The intent of such a timetable is to help administrators and staff set priorities for updated textbooks and to help administrators and staff prepare in advance for review and/or updating of concise courses of study and for obtaining on a timely basis prospective new textbooks to be considered for particular disciplines and grade levels/courses. That timetable is to be constructed by the Superintendent of Schools in consultation with building administrators and program administrators. Those building and program administrators may further consult with department coordinators and/or grade level coordinators from their schools, in order for those administrators to better advise the Superintendent of Schools on a reasonable and practical timetable for updating of course outlines and textbooks recommended for adoption.

The following criteria are to be considered in the selection of textbooks:

1. textbook or material should have been copyrighted within the past five years;
2. qualifications of the author(s) on the subject;
3. adaptability to existing instructional program;
4. accuracy of the information presented;
5. sufficient scope to meet the requirements of the curriculum as developed locally and approved by the State Education Department;

6. objectivity and impartiality in treatment of subject matter and freedom from bias and prejudice;
7. high quality format in respect to typography, arrangement of materials or pages, cover design, size and margins;
8. appropriateness to grade level as to vocabulary, sentence structure, and organization;
9. textbook series should meet grade-to-grade requirements. They should contain supplementary aids to learning, when desirable and necessary, such as a table of contents, introduction, study activities, exercises, questions, problems, selected references, bibliography, index glossary and appendices;
10. texts should include appropriate illustrative materials--pictures, maps, charts, graphs, diagrams, etc., which clarify the text and enrich the content;
11. materials should fairly represent the many ethnic and cultural groups and their contribution to American heritage pursuant to policy 4350; and
12. a reasonable balance of viewpoints regarding controversial issues should be presented.

The following criteria are to be considered in the selection of literary works for classroom use in teaching literature, as well as the assignment of such works to particular grade levels:

1. use of a compositional style which contributes to the reader's critical and appreciative understanding of the work;
2. sophisticated use of literary devices (i.e., metaphor, point of view, tone) to further student understanding of written concepts;
3. levels of student maturity and experience necessary for empathic reading of literature;
4. capacity of a work to capture student interest;
5. thematic treatment which promotes sound and healthy values for students;
6. intrinsic qualities that establish a work as a significant part of the literary heritage; and
7. variety to avoid duplication of theme, plot, setting, etc., unless such duplication affords opportunities for comparison and contrast or serves to reinforce understanding.

Cross-ref: 1420, Complaints about Curricula or Instructional Materials

Ref: Education Law §§701 et seq.; 1711; 2508; 2566

Adoption date: October 14, 2008

ELECTRONIC NETWORK (INTERNET) USE RULES

XIII. ELECTRONIC NETWORK USE RULES

(Acceptable Use and Internet Safety Policy)

Peru Central School District students and staff have an exciting opportunity to become members of the information superhighway. Access to the Internet provides vast, diverse, and unique resources. An individual can locate information anywhere in the world. Connection to universities, national libraries, businesses and museums is easily within the realm of possibility. With this opportunity comes the responsibility for appropriate and safe use. It is for this reason that an acceptable use /internet safety policy has been drawn up concerning use of both school networks and the Internet. Technology protection measures shall be used to block or filter access to the Internet and other forms of direct electronic communications. The protection may be relaxed for adults engaged in research or other lawful purposes. The District reserves the right to amend the policy at any time.

A. INTERNET ACCESS:

1. *Students shall be provided with internet access only when supervised by an adult.*
2. *Student participation with chat rooms via the district's information technology network is strictly prohibited. Staff participation is limited to internal message boards.*
3. *E-mail communications for students via the district's information technology network is limited to a classroom account or other multi-user group Internet account, as authorized by the District Technology Coordinator. Individual student e-mail accounts are prohibited.*
4. *Staff is welcome to publish their professional web pages according to the "Web Page Development Protocol." (See Appendix) The district reserves the right to remove material which does not conform to the policy. Students and staff are welcome to submit, in writing, proposed additions/extensions to the district's Web site, via the school's Principal, who will forward such suggestions to the district's Technology Coordinator.*

B. NO PRIVACY INTENDED OR GUARANTEED:

The district neither intends nor guarantees that data or information created, stored and/or sent on the district's information technology network is private. The district reserves the right to monitor, access and view any data or material stored on district equipment, or used in conjunction with the district's information technology network as referenced in Information Technology Network Policy number 4526.

C. ACCEPTABLE USE/ SAFE USE

1. *Access to and use of an assigned account is provided solely for activities that are in support of the district's instructional program, authorized school business, approved research and/or essential district operations consistent with the goals and stated mission of the Peru Central School District.*
2. *Each individual is responsible, at all times, for the use of his or her user account. Users are encouraged to lock or log off of any computer that will be left unattended.*
3. *Each network user is expected to abide by the generally accepted rules of user etiquette. It is imperative that all users exhibit ethical and professional behavior at all times.*
4. *Any network user who suspects a security problem on the district's information technology network should notify the appropriate staff member, computer lab instructor, library media specialist, district technology coordinator, supervisor or administrator.*

The use of the Internet and network must be in support of education and research and in accordance with the educational objectives of the Peru Central School District in compliance with the Children's Internet Protection Act. It is expected that users will employ network etiquette and common sense. This Acceptable Use Policy/ Internet Safety Policy is an extension of school policies already in place whose purpose is to govern student and staff expectations and behavior. Unacceptable use includes, but is not limited to, the following behavior by individual(s):

- *Intentionally disrupting information network traffic or crashing the network and connected systems.*
- *Degrading or disrupting equipment or system performance.*
- *Using instant messaging services, for example MSN Messenger, AOL Instant Messenger, Yahoo Messenger, etc.*
- *Uploading and/or downloading any copy righted or pirated materials, such as programs, games, music or videos.*
- *Using computer resources for commercial or financial gain or fraud.*
- *Stealing data, equipment or intellectual property*
- *Gaining unauthorized access to files of others, or vandalizing the data or files of another or of the network.*
- *Invading the privacy of individuals.*
- *Using the Internet to post anonymous messages or harass, insult, or attack others.*
- *Transmitting or receiving inappropriate material including visual depictions that are obscene, immoral, child pornography, harmful to minors, violent or illegal.*
- *Using the network for illegal activities, including "hacking".*
- *Vandalism—any malicious attempts to harm or destroy data of another user.*

- *Wastefully using consumables or finite resources*
- *Using inappropriate language.*
- *Violating the rules of common sense or etiquette.*

In addition, users should not transmit any personal addresses or addresses of others. Credit card numbers, bank account numbers, or any other financial information should not be disclosed. Users must also notify system administrators immediately if they detect a security problem.

Issues of methods of use of information procured from the Internet may arise. These issues include, but are not limited to, the following:

Plagiarism

Plagiarism is "taking ideas or writings from another person and offering them as your own." Credit should always be given to the person who created the article or is responsible for the idea. Take extra caution when using the information networks. Cutting and pasting ideas into your own document, without giving credit to the author, is plagiarism.

Copyright

According to the Copyright Act of 1976, "Fair Use" means that you may freely use any information that you legally find for scholarly purposes. You may not plagiarize or sell it.

For example, if you find copies of Microsoft Office or any other copyrighted or licensed software, you cannot legally copy it. However, if you find an article about Microsoft Office, you may copy it as long as you give credit to the author and do not sell it.

Citing Sources

Be sure to include all necessary information when citing sources.

Violation of the Acceptable Use/ Internet Safety Policy may result in any or all of the following penalties:

Suspension and/or revocation of Internet access, and/or network privileges, and/or all computer access.

School suspension or expulsion.

Legal action and prosecution by the authorities.

Due process will be used in handling violations. In addition, the District has the right to restrict or terminate network/Internet access at any time for any reason. The District, further, has the right to monitor network activity (e-mail included) in any form that it sees fit to maintain the integrity of the network/Internet system.

The Internet contains sites, which make it possible for students to access information that is intended for adults. Student access to and use of the Internet will be under teacher/staff direction and will be monitored as any other classroom activity. Although the Peru Central School District has taken all responsible actions to insure that Internet use is only for purposes consistent with the school curriculum, the District cannot prevent access to, nor identify, all areas of inappropriate material on the Internet. No security is ever perfect and computer security falls in this category. It is very possible that a determined student could make use of computer resources for inappropriate purposes.

Definitions:

Child Pornography – any visual depiction, including any photograph, film, video, picture, or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct where the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct, the depiction is, or appears to be, of a minor engaging in sexually explicit conduct, the depiction has been created, adapted or modified to appear that an identifiable minor is engaging in sexually explicit conduct, or the depiction is advertised or described in such a manner that it conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.

Harmful to minors – any picture, image, graphic image file, or other visual depiction that, taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion; depicts, describes or represents in a patently offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and, taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.

Inappropriate materials – Any material that is obscene, child pornography or harmful to minors.

Obscene – any work that taken as a whole, appeals to prurient interest, whether the work depicts or describes in a patently offensive way specifically defined by applicable state law, and the work taken as a whole lacks serious literary, artistic, political or scientific value.

Violent – any visual depiction, including any photograph, film, video, picture, or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, involving physical force exerted to cause damage, abuse or injury.

WEB PAGE DEVELOPMENT PROTOCOL

The purpose of the Peru Central School District web site and individual web pages is to inform parents about schoolhouse events regarding student participation. Professional pages with student work and parent information are an essential link to communicating educational information.

If you would like information on how to develop a page, please contact the Technology Coordinator, Chuck Henry. Pages are submitted to the webmasters in each building for publication: Lori Clark in Primary, Gloria Schwartz in Intermediate, Debi Dubay in Middle School and Mary Clackler in the High School, all are subject to administrative approval.

GUIDELINES FOR WEB PAGE CONTENT:

- The Web page should:
- Showcase student work (no names)
- Be a pictorial documentation of activities (no names)
- Post parent notices and/or classroom policies (i.e. homework or grading policies) with administrative approval – Electronic Network Use Rules A.4.
- Include homework posting or information
- Have no references to politics or religion
- Be factual, not your individual opinion and only pertain to classroom activities
- Link to educationally appropriate pages which you have previewed.

SUB WEB DESIGN PROTOCOL:

- Information on web pages need to be kept up to date
- Graphics should be kept to a minimum and delete images out of the image folder when not needed any more to save space on the server
- The feathered P should be on every page
- Choose colors that are easy on the eye and do not add too many different colors to a page
- Make sure your pages/tables are set at 80% before adding graphics or text
- Center the tables on your page
- Make all links back to previous page or home page in the same location on every page (ex. At the bottom of the page).
- Your INDEX/HOME PAGE should contain links to other pages and not littered with a lot of information. The INDEX/HOME PAGE should be a starting point to all information/graphics that you want to share with your viewers. Keep your Index/home page simple in nature.
- If your page needs to be "scrolled" to get to the bottom the total length of the page should only be 1 and ½ screens, anything longer is too long
- Be careful about your personal information that you enter on your site
- Never name the graphics that will be used on your site with the student's name
- The district professional web page is not the place to state your personal and political views, please save those statements for your personal out of district web pages.

----ATTENDANCE----

The Board of Education recognizes that regular school attendance is a major component of academic success. Through implementation of this policy, the Board expects to reduce the current level of unexcused absences, tardiness, and early departures (referred to in this policy as "ATEDs"), encourage full attendance by all students, maintain an adequate attendance recordkeeping system, identify patterns of student ATEDs and develop effective intervention strategies to improve school attendance.

NOTICE

To be successful in this endeavor, it is imperative that all members of the school community are aware of this policy, its purpose, procedures and the consequences of non-compliance. To ensure that students, parents, teachers and administrators are notified of and understand this policy, the following procedures shall be implemented.

- The attendance policy will be included in student handbooks and will be reviewed with students at the start of the school year.
- Parents will receive a plain language summary of this policy by mail at the start of the school year. Parents will be asked to sign and return a statement indicating that they have read and understand the policy.
- When a student is absent, tardy, or leaves early from class or school without excuse, designated staff member(s) will notify the student's parent(s) by phone and mail of the specific ATED, remind them of the attendance policy, and review ATED intervention procedures with them.
- A back-to-school event will be held at the beginning of each school year to explain this policy and stress the parent's responsibility for their ensuring their children's attendance.
- School newsletters and publications will include periodic reminders of the components of this policy.
- Via the Code of Conduct, the district will provide a copy of the attendance policy and any amendments thereto to faculty and staff. New staff will receive a copy of the Code of Conduct upon their employment.
- Principals will brief all faculty and appropriate staff each school year regarding the attendance policy, to clarify individual roles in its implementation.
- Copies of the attendance policy will also be made available to any community member, upon request.

EXCUSED AND UNEXCUSED ABSENCES

Excused ATEDs are defined as absences, tardiness, and early departures from class or school due to personal illness, illness or death in the family, impassable roads or weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations, or such other reasons as may be approved.

All other ATEDs are considered unexcused absences.

All ATEDs must be accounted for. It is the parent's responsibility to notify the school office within at least 24 hours of the ATED and to provide a written excuse upon the student's return to school.

GENERAL PROCEDURES/DATA COLLECTION

- Attendance will be taken during each class period.
- At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the designated staff member(s) responsible for attendance.
- The nature of an ATED shall be coded on a student's record.
- Student ATED data shall be available to and should be reviewed by the designated school personnel in an expeditious manner.
- Where additional information is received that requires corrections to be made to a student's attendance records, such correction will be made immediately. Notice of such a change will be sent to appropriate school personnel subject to applicable confidentiality rules.
- Attendance data will be analyzed periodically to identify patterns or trends in student absences.
- Where consistent with other school practices, teachers and staff shall detain students in the hallways who are absent from a class period without excuse and refer the students to the Building Principal.
- Continuous monitoring will be conducted to identify students who are absent, tardy, or leave class or school early.

DISCIPLINARY CONSEQUENCES

Unexcused ATEDs will result in disciplinary action consistent with the district's code of conduct. Those penalties may include, for example, detention or in-school suspension. Students may also be denied the privilege of participating in or attending extracurricular events.

In addition, designated staff member(s) will contact the student's parents and the student's guidance counselor. Such staff member(s) shall remind parents of the attendance policy, explain the ramifications of unexcused ATEDs, stress the importance of class attendance and discuss appropriate intervention strategies to correct the situation.

ATTENDANCE/GRADE POLICY

The Board of Education recognizes an important relationship between class attendance and student performance. Consequently, each marking period a student's final grade may be based on classroom participation as well as student's performance on homework, tests, papers, projects, etc.

In implementing the policy set forth above, students who are unable to attend school or a class on a given day due to their participation in a school-sponsored activity (i.e., music lessons, field trips), may arrange with their teachers to make up any work missed. This also applies to any student who is absent, tardy or leaves early from school or a class due to illness or any other excused reason.

All students with an excused ATED are expected upon their return to consult with their teachers regarding missed work.

Only those students with excused ATEDs will be given the opportunity to make up a test or other missed work and/or turn in a late assignment for inclusion in their final grade. Make up opportunities must be completed by a date specified by the student's teacher for the class in question.

ANNUAL REVIEW

The Board shall annually review building-level student attendance records and, if such records show a decline in student attendance, the Board shall revise this comprehensive attendance policy and make any revisions to the plan it deems necessary to improve student attendance.

Ref: Education Law §§1709; 3024; 3025; 3202; 3205-3213; 3225
8 NYCRR §§104.1; 175.6

Adoption date: June 9, 2009

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----COMPULSORY ATTENDANCE AGES----

All children are required by New York State law to attend school full time, in a public, private or parochial school, unless exempt from attendance in conjunction with current law or regulation, and approved by the State Education Department from the first day of session in September of the school year in which the minor becomes six years of age through the last day of the school year in which such minor becomes sixteen years of age, unless he/she has completed a four-year high school course of study. A minor who has completed a four-year high school course of study is not required to attend.

The Board of Education, through the Superintendent as chief administrative officer, is responsible for enforcement of the Compulsory Education Law.

Ref: Education Law §§1711; 3201; 3202(1-a); 3205; 3206; 3208; 3225
8 NYCRR §101
Family Court Act §§711 et seq.

Adoption date: June 9, 2009

2009-2010 Administrative Protocol for H.S. Student Attendance

I. Attendance Philosophy

- A. The primary purpose of a school is to educate its students to become responsible citizens and to prepare them for entry level employment or higher education. It is extremely important for students to attend classes daily, so that the process of education progresses. In those instances where students are not present for instruction, their ability to succeed is inhibited. When there is substantial absence from instruction, students may be unable to successfully complete the requirements of the course.
- B. Any absence from class will be detrimental to learning, and could result in a serious lowering of the student's grade. Absence from class is intended to include any program placement that includes, but is not limited to Champlain Valley-Technology Educational Center. Although the school will attempt to keep the parents/guardians informed of excessive absences, so that lower grades or failure will not come as a surprise, it should be understood that, ultimately, it is the legal responsibility of the parent/guardian (and obligation of the student) to see that attendance at school occurs on a regular basis.

II. Attendance - Compulsory Education

New York State Education Law requires all children to attend school on a regular basis, until the completion of the school year in which they become 16 years old. Beyond this age, students are not required to attend public school, but if they do attend they are to observe the attendance rules of their school.

III. Attendance Objectives

It shall be the policy of the Peru Central School District to have a Comprehensive Attendance Policy which seeks to:

- A. Ensure the maintenance of an adequate and accurate record of attendance for all children enrolled as students at Peru High School and in accordance with NYS Education Law.
- B. Establish practical procedures to account for the whereabouts of all children throughout the school day.
- C. Maximize student achievement and school completion for all students.
- D. Increase student achievement by decreasing student absence and by encouraging a higher attendance rate.
- E. Comply with all aspects of the New York State Education law with regards to pupil attendance, transfer, or withdrawal, etc. and the maintenance and compilation of all relevant and necessary data.

IV. Strategies to Meet Objectives

- A. To create and maintain a positive school climate and culture which provides an environment conducive to learning and makes school a desirable place to be for faculty, staff and students.
- B. To encourage student attendance by clearly communicating the attendance policy and expectations to students, parents and faculty.
- C. To communicate attendance concerns directly to parents and discuss those concerns with the student.
- D. To reward students, who have meet attendance standards, by creating linkage between acceptable attendance rates and participation in:
 - 1. extra-curricular activities
 - 2. granting of school privileges such as: use of senior privileges, driving on campus privileges, etc.
 - 3. attendance at Prom
 - 4. recognition of perfect attendance and most improved attendance
- E. To maintain accurate pupil attendance for the purpose of: identifying trends, conducting interventions, and establishing an average daily attendance rate.

2009-2010 Administrative Protocol for H.S. Student Attendance

V. Absences Defined

Peru High School, in compliance with NYS Education Department Law, identifies two types of absences: excused and unexcused.

- A. Excused Absence is an absence, late arrival or early dismissal which is due to any of the following reasons:
 - 1. personal illness or injury
 - 2. serious illness, emergency illness or death in the student's immediate family
 - 3. obligatory religious observance
 - 4. quarantine-verifiable by physician or County Health Dept.
 - 5. court-required appearance
 - 6. medical/dental appointments
 - 7. approved college visit or interview (verification of visit is required)
 - 8. approved cooperative work programs
 - 9. military obligations
 - 10. music/band/chorus lessons as approved by building principal
 - 11. road test (not a driver's permit test)
 - 12. participation in a school-sponsored activity
 - 13. in-school-suspension and/or out-of-school suspension where student participates in tutoring services as provided
 - 14. other reasons authorized by the Principal or Superintendent of Schools
- B. These excuses may require verification and submittal of timely, legitimate written explanations issued by child's parent/guardian and/or designated authority.
- C. Unexcused Absence is an absence, or late to school or class, leaving school or class without appropriate authorization from parent/guardian or administration, or absent from school for reasons not recognized as excusable absences. These unexcused absences include, but are not limited to:
 - 1. family vacations/planned events
 - 2. hunting trips
 - 3. babysitting
 - 4. oversleeping
 - 5. trips not authorized by the building principal
 - 6. meetings held during the school day without the Principal's authorization
 - 7. farm work/other types of labor
 - 8. employment

VI. Attendance Procedures:

- A. Expectations for Students
 - 1. Be to class on time.
 - 2. When absent or late, due to an excusable reason (as defined herein), student will provide a written explanation of the reason for late arrival, leaving school before the end of the school day, or absence as written and signed by his/her parent/guardian
 - 3. In the event that student is late to class, is absent from one or more classes, or leaves school without appropriate authorization or for an excusable reason, student will face consequences as directed in Peru CSD Conduct & Discipline Policy and Peru High School Student Handbook.
- B. Expectations for Parents/Guardians
 - 1. Assist each child in their care to be on time and prepared for school
 - 2. Call the Attendance Office, at the start of the day, if child is not expected to attend school, will arrive late, or needs to leave school early.
 - 3. The parent/guardian must submit a written and signed explanation of the reason the child was not present in school, left early or arrived late to school, even if he/she has called to notify the school of the circumstances.

2009-2010 Administrative Protocol for H.S. Student Attendance

- a. Letters/notes for absences for three or more days must be submitted by doctor or health care provide.
- b. Letters/notes from the Admission Office must be submitted for all college visits.
- c. Letters/notes from authorized court officials must be submitted for mandatory court appearances.
4. Cooperate with school officials, when addressing student's truancy and/or attendance concerns.
5. Personally sign out (or have established emergency contact sign out) the student when the student leaves school prior to the end of the school day.

C. Expectations for Faculty

Taking attendance is required for each period of the school day for grades 9-12 (8 NYCRR Section 104.1(d) (7) (ii)).

1. To take accurate attendance for each student enrolled in each class/section and submit the attendance record to the designated school personnel.
2. To report all missing students to the Assistant Principal's office, using a written notification.
3. To assist in identifying and collaborating on how to address excessive student absences and/or tardiness.
4. To contact student's parent with concerns regarding class attendance issues.
5. To participate in parent meetings, guidance meetings and/or administrative meetings regarding student attendance issues.
6. To send absentee notices to main office for parent letter to be generated as per Section VII.

D. Expectations for Attendance Personnel

1. To input students' attendance as indicated by teachers' written attendance records, which have not been submitted electronically.
2. To track daily attendance of each student.
3. To notify parents when a student is recorded as missing for one or more consecutive days from school, or as directed by the building principal.
4. To prepare absentee notices for notification of student absences as indicated within the timeframes designated for parent notification, have Principal sign and mail to parent.
5. To prepare attendance reports, track data, and input such data as is related to student attendance.

E. Expectations for Administrators

1. To see that class attendance is recorded in a manner consistent with state requirements.
2. To see that a summary report of each individual student's attendance record is reported to parents/guardians at the end of each marking quarter or more frequently if so required by the school's code of conduct.
3. To see that a summary of the Attendance Policy & Procedures is included in the school's code of conduct for students, and distributed to students, parents/guardian at the start of classes each academic year.
4. To see that students are given an opportunity to make up work that was missed due to one or more excused absences.
To hold an informal conference with the student, his/her parent(s)/guardian(s), to determine whether or not course credit will be granted.

VII. Attendance Concerns

Parents of students with attendance concerns shall be notified in the following manner:

- A. Written warnings will be sent to parents with a child who has been absent seven, thirteen, and nineteen days for full year courses. At or around 19 days of absenteeism the principal or designee will hold an informal conference with the parent and the student.

2009-2010 Administrative Protocol for H.S. Student Attendance

- B. Written warnings will be sent to parents with a child who has been absent three and again at seven days for a semester course or a Physical Education class. At or around 10 days of absenteeism the principal or designee will hold an informal conference with the parent and the student
- C. An attendance hearing with the building principal will be held at 25 days in a year-long course, 13 days in a semester course or 13 days for Physical Education courses. The hearing will provide parents and students the opportunity to discuss extenuating circumstances that may impact the outcome of denial of credit for the course(s).
- D. The outcome of the informal conference with the building Principal may include, but is not limited to:
 - 1. extension of the minimum attendance policy
 - 2. the assignment of No Grade for the course
 - 3. student may be continued in the same course on an "audit" basis only as long as he/she is not deemed as "substantially disrupting" the class as per the PCSD Conduct & Discipline Policy.
 - 4. student may be reassigned another course of study or program change
 - 5. a discussion and/or plan for intervention strategies
 - 6. discussion of student and/or parent responsibility for student attendance
 - 7. referral to an outside agency, which includes but is not limited to: PINS (Person In Need of Supervision), CPS (Child Protective Services) for educational neglect, etc.
 - 8. a written, informal agreement between the student, parent/guardian and Principal for a prescribed course of action addressing attendance and/or behavioral concerns.

VIII. Attendance Incentives and Attendance Sanctions

A. Attendance Incentives

In general, the following attendance incentives will be used to encourage and recognize positive student attendance:

- 1. participation in student recognition activities
- 2. participation in extracurricular activities
- 3. prom attendance
- 4. administer certificates for *Most Improved, Perfect Attendance, etc.*
- 5. eligibility to participate in CV-TEC program(s)
- 6. issuance of driving privileges on campus
- 7. issuance of Senior privileges

B. Description of Attendance Sanctions

Unexcused absences and/or tardiness will be subject to consequences that includes, but are not limited to:

- 1. after-school detention
- 2. in-school-suspension
- 3. lunch detention
- 4. study hall detention
- 5. revoke/deny driving privilege
- 6. revoke/deny senior privileges
- 7. alternate program placement
- 8. CPS report (Child Protective Services)
- 9. referral to Family Court
- 10. referral for Person-In-Need-of Supervision (PINS)
- 11. transfer student's status to NO GRADE (NG) designation
- 12. schedule change
- 13. denial/modification of CV-TEC program and summer school

These possible consequences are listed in no particular order. Consequences will be enforced based on the *Peru Central School Conduct and Discipline Policy*; section 7 Maintenance and enforcement of public order at school.

2009-2010 Administrative Protocol for H.S. Student Attendance

IX. Requesting Missed Work and Making Up Missed Work

- A. If a student is absent due to excused or unexcused absences, the student must turn in missed work within three school days of returning to class (or within two weeks of returning to class if absence extends beyond five consecutive days). It is the student's responsibility to request work from the teacher.
- B. If a student knows he/she will be out sick for two or more days, the student or parent/guardian may request from the Guidance Office that work be collected from his/her teachers. All requests must be in by no later than 2:15 p.m. on the day student wishes to have work collected for him/her. Work can be picked up at 2:15 the following day in the Guidance Office. It is the parent/guardian's responsibility to get the work to the student.
- C. Students who have been suspended, received In-School-Suspension, or have been placed with an outside agency (but who are still Peru CSD students) will be given full opportunity to make up work, quizzes, tests, etc. without any reduction in grade for work that was due, during their alternative placement.

X. Course Credit

- A. Students who have excused and unexcused absences from a one-semester course in excess of 13 days, or absences in excess of 13 days per year for Physical Education class, or absences in excess of 25 days for a full-year course may be denied course credit.
- B. The decision to deny course credit shall be the responsibility of the building principal, based on the outcome of an informal conference held to determine course credit eligibility. Students are expected to be in attendance at least 85% of the time any given course meets (with some exceptions, see Section XII).
- C. To receive credit for class attendance, a student must be present for half of the time the class meets or twenty minutes, whichever is the lesser amount of time.

XI. Attendance Interventions

- A. Every reasonable effort will be made to keep parent(s)/guardian(s) informed of their child's attendance issues or concerns. In addition to parent conferences with teachers, guidance counselors and/or administrators, parents will be contacted when their child's attendance reaches the designated occurrence of concern (see Section VII).
- B. All students and their parents/guardians will be expected to sign Peru High School's Attendance Agreement to acknowledge that they have been informed of the Attendance Policy and Procedures and understand the attendance expectations (see Appendix A).
- C. Student, parent, guidance counselor and any other staff member who is identified by the building principal may be requested to attend an informal conference in regards to student attendance concerns. The information gathered may result in interventions that include, but are not limited to:
 - 1. program adjustments
 - 2. assignment of detention/ISS
 - 3. restriction/exclusion of student participation in extracurricular activities
 - 4. restriction/exclusion of student participation in non-mandated school sponsored events
 - 5. referral to outside agencies: Child Protective Services, Family Court, etc.
 - 6. revocation of senior privileges
 - 7. written agreement designating an intervention plan as approved by the building principal

XII. Granting of Course Credit Without Meeting Attendance Requirements

- A. A student may earn up to six and one half units of local credit toward a Regents or local diploma without taking a course, if the student scores at least 85 or its equivalent on a Regents exam or state-approved examination, and successfully completes either an oral exam or a special project that shows proficiency in such knowledge, skills, and abilities normally developed in the course but not measured by the relevant Regents exam or state-approved test, as determined by the principal (8 NYCRR section 100.1(b)(2) and section 100.5(a) (5) (v), (d) (1) (ii), (iii)).
- B. A student is eligible to earn credit for examination only, if the superintendent of schools determines that based on the student's past academic performance, the student will benefit academically from this alternative.

2009-2010 Administrative Protocol for H.S. Student Attendance

- C. A student may be granted course credit as a conclusion of an appeal process that involves the principal having an informal conference and an attendance hearing with the student and/or his/her parents to determine if extenuating circumstances should be considered.
- D. A policy may not deny credit to a student, who has taken all tests and has secured a passing grade, but has exceeded the allowable number of absences for that course (Appeal of Johnston, 35 Educ. Dep't Rep.154 (1995), Appeal of Shepard, 31 Educ. Dep't Rep. 315 (1992); Matter of Burns, 29 Educ. Dep't Rep. 103 (1980).

Footnotes:

1. The Board of Education authorized the Superintendent of Schools to establish and publish an administrative protocol associated with high school student attendance, to be implemented as of July 1, 2008, using the March 14, 2008 suggestions from the High School Principal and the associated faculty committee on high school student attendance.
2. The Superintendent of Schools had meetings with the High School Principal and Faculty Association President. It appeared there is sufficient clarity and commitment among the pertinent parties to move ahead with a summer/fall 2008 transition from the legacy student attendance data reporting process to an updated student attendance data reporting process making use of the new student data management system.
3. This administrative protocol was originally slated to sunset July 1, 2009, without follow-up school board action by spring 2009 to sustain or request an update to that administrative protocol.
4. As of spring 2009, it is recommended this administrative protocol be sustained through June 2010, and it is recommended this protocol sunset at the end of June 2010, unless there is additional Board action to extend this administrative protocol.

FIELD TRIPS AND EXCURSIONS

The Peru Central School District Board of Education recognizes the value that field trips may offer to students. The Superintendent of Schools is encouraged to engage Principals, faculty and parents to work toward a K-12 pathway of age-appropriate field trip experiences that complement the school district's curriculum. The intent is to reduce unintended duplication of field trip experiences, thereby providing students a broader set of field trips.

The Superintendent of Schools is encouraged to advance for school board consideration, by January of each budget development season, such a K-12 pathway of field trips to be considered for funding via the annual budget. The Board of Education's longer term goal is to eliminate school community fund raising associated with field trips that are part of the curriculum.

To promote student safety and good stewardship of time and resources, transporting students from the central campus for field trips is to be done using the least amount of resources, time and distance that are necessary to accomplish the expressed educational purpose of that field trip.

General Guidelines

- A. Student safety is to be given first consideration and is to be evident in the field trip proposal.
- B. Each field trip proposal submitted for administrative consideration is to detail the educational relevance and purpose for the proposed field trip. Doing so will help determine whether or not that proposed field trip warrants the investment of time and other resources. Interscholastic athletics field trips associated with sectional or state-level competition are excluded from this requirement to detail the relevance and value.
- C. Proposals for out-of-county field trips or that involve time beyond the regular school day or that involve overnight accommodations or that involve weekends are to be submitted in time for consideration by the Principal or Director eight weeks in advance of the proposed field trip, prior to any substantial trip planning, and in advance of any payment or reservation. Such proposals warranting further consideration are to be forwarded by the Principal or Director to the Superintendent, no less than seven weeks in advance of that proposed field trip.
- D. Field trips that involve weekends or overnight accommodations or donation of funds require school board authorization at a regular monthly meeting prior to the month of the requested field trip. Such requests are to be provided to the district clerk two weeks in advance of that regular monthly meeting.
- E. All details of any proposed fund raising activities and proposed student requirements for the proposed field trip are to be included within the field trip proposal.
- F. Peru CSD employees are not authorized to engage in field trips with Peru CSD students without prior school district authorization obtained via this policy.

Budgeting, Donations and Fund Raising

Field trips that are intended to be part of the instructional program and course curriculum are to be scheduled only to the extent there is sufficient district funding budgeted to support such trips. The school board's longer term goal is that all costs associated with such designated field trips are to be paid from district funds. Students are prohibited from raising funds to pay for such trips identified as being part of the instructional program and course curriculum.

Any club or organization that wishes to donate monies for curricular activities may do so following approval of the Superintendent of Schools and Board action to accept such donated funds into the district's general fund. No donation or request for donations may take place at the building level. Monies for approved curricular activities associated with such approved donations to the district's general fund are to be submitted to the Superintendent of Schools via the district's Treasurer or Business Administrator at least one week in advance of any vendor deadline for district payment.

Extracurricular field trips sponsored by clubs and booster organizations may be proposed and such clubs and organizations may engage in fund raising to support such extracurricular field trips. However, such field trips may not be scheduled for days and times when school is in session, and such field trips are not considered to be part of the instructional program or course curriculum.

Safety, Supervision and Chaperone Training

Field trip leaders are to be prepared for:

- A. "What if": A student gets sick? Is not accounted for? There's an emergency at the student's home?
- B. Identification of students with medical needs and students requiring medication during the time of the trip.
- C. The most important task for staff and chaperones: supervision. The trip leader is to supervise and manage the activities of both students and chaperones. Although properly trained with an understanding of what is expected, chaperones without adequate experience in the field need to be organized and directed.

A brief gathering of chaperones to provide essential safety and supervision information is to take place immediately prior to any field trip. Any overnight field trip requires a training session for all chaperones prior to the date of the overnight field trip. Chaperones often do not have experience supervising groups of students. They are generally not aware of the district's policies and procedures concerning travel or may not have reviewed the district's code of conduct.

Training sessions with approved chaperones are to include instruction as to where they should be stationed or whom they are to be supervising during the trip. The field trip leader is to emphasize the school district's expectation of chaperone performance and behavior. Chaperones should be aware of how their performance affects the district's reputation. The field trip leader is to distribute and outline district policies on drugs and alcohol, sexual harassment and discrimination and other relevant policies. Prohibited behavior [and consequences] should be discussed. Emergency management plans for field trips are to be outlined to chaperones, as well.

At least one staff member other than the driver is to be on each school bus and 'in charge' of student conduct on that bus.

Higher Risk Activities

Higher risk activities such as rafting, mountain hiking, rock climbing, cave exploration, and skiing involve unusual hazards that require special attention:

- A. All required or recommended license and certification requirements for guides, outfitters and instructors should be reviewed and verified before the trip.
- B. A detailed description of the activities is to be featured in the parental/guardian permission slip. This gives parents and guardians the opportunity to evaluate their child's skills, physical condition and interest beforehand and determine if the child should participate.
- C. All participants, chaperones and staff must wear personal protective equipment as recommended or required.
- D. The permission slip may have an "opt-out" provision for individual students in a specific activity, such as use of a rock-climbing wall at a recreation center.

Overnight Field Trips

Both male and female chaperones are required on overnight field trips involving male and female students. The teacher[s] requesting the field trip will schedule and conduct, in close consultation with the Principal or Director, a mandatory pre-trip meeting for parents, guardians, chaperones and students when overnight travel is occurring. The rules and itineraries [containing a detailed summary of each day's activities as well as lodging arrangements] must be distributed, along with the ramifications for breaking the rules and the penalties for violations.

Both the student and parent/guardian are to sign and acknowledge they have read and understand the district's code of conduct. Parents and/or guardians should be advised that they will be promptly notified if a student is going to be sent home for a major infraction, and that they will bear the cost of additional travel expenses. The field trip leader is to check overnight accommodations to make certain that they are suitable for students.

There should be no access to mini-bars or telephones that allow outside calls that can be charged to the room. Discourage use of in-room movies and games. Principals and Directors are to see that chaperones for overnight trips who are without prior Peru CSD service as chaperones for overnight trips complete a brief application that includes at least three references and that chaperone's authorization for a background check to be performed through the school district. Such applications should be reviewed by the Principal or Director, and references are to be checked and verified through the Principal or Director.

Protocols for Overnight Field Trip Itineraries

- A. Limit the amount of free or down time. Schedule staff to supervise students during these times.
- B. Provide security during the night. Depending on logistics, some chaperones should be on duty during the night with access into student sleeping quarters.
- C. Provide telephone access for chaperones and staff. They should have access at all times to phone numbers for a Principal or Director and a back-up administrator.
- D. Take 'head counts' at different times during the day to keep track of the students and their whereabouts.
- E. Maintain the planned chaperone/student ratio. As a general rule, a chaperone ratio of 1:10 [trained chaperones to students] is expected. That ratio may be lower, depending on the student population and/or nature of the trip.
- F. Ensure that curfews are enforced with mandatory bed checks.
- G. Create and bring a phone chain [parent/guardian numbers]. Students are to provide the trip leader with a recent photo of that student's face, with that student's personal information on the back of the photo. Such photos are to be returned to the student at the end of the field trip.
- H. Plan for disruptions in schedules. For example, if there is inclement weather and a rainout, be prepared with substitute activities.
- I. Sleeping arrangements on coed trips also present unique challenges. Adjoining rooms between males and females are discouraged. Coed room visits are prohibited and considered a major infraction.

Ref: Education Law §§1604; 1709; 1804; 1903; 2503; 2554; 2590-e

Adoption date: October 14, 2008

BULLYING

The Peru Central School District Board of Education is committed to promoting and sustaining an environment that is free from bullying for all employees and students. Bullying of students and staff is abusive behavior that harms victims and negatively impacts the school culture by creating an environment with increased fear, distrust, intimidation and intolerance.

Bullying, in the context of this policy, is defined as inappropriate persistent behavior including threats and/or or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put downs and/or badgering others. To this end, the Board condemns and strictly prohibits all forms of face-to-face, phone-to-phone and e-mail bullying on school grounds, school buses and at all school-sponsored activities. Use of the district's information technology network for sending communications of a bullying nature is expressly prohibited.

Common characteristics of bullying include but are not limited to:

1. **Physical** – hitting, kicking, taking or damaging a victim's property.
2. **Verbal** – using words to berate, hurt, humiliate or intimidate.
3. **Relational** – maliciously spreading rumors, persistently accusing particular others of misconduct and/or poor professional practice without following the district's policy on complaint procedures, and/or actively excluding a person from the peer group to cause emotional harm.

Bullying does not only depend upon the offender's intention, but also upon how the target perceives the behavior. The Board and school district condemn all unwelcome behavior of an intimidating nature that has the purpose or effect of creating an intimidating, hostile, or offensive working environment. The Board and school district further recognize that responding appropriately to bullying in schools is essential to ensure a healthy, productive environment in which students can learn and employees can work productively.

District procedures are to be consistent with any applicable provisions contained in the District's collective bargaining agreements and the tenure laws.

Reporting Complaints

Any employee, student or volunteer who believes that he or she has been subjected to bullying should report the alleged misconduct to one's teacher, guidance counselor, Principal or other appropriate administrator or staff member, so that appropriate corrective action may be taken at once.

In the absence of a victim's complaint, the employee or supervisor who has good reason to suspect the occurrence of bullying is to request the appropriate individuals closest to the situation promptly commence an investigation.

Investigation/Resolution and Remedial Action

If, after appropriate investigation, the district finds that a student, an employee, parent, resident or a third party has violated this policy, prompt corrective action will be taken in accordance with the applicable collective bargaining agreement, district policy, state and federal law.

In the case of telephone or e-mail bullying, the school district may place limits on an individual's access to the district's telephone system and/or the district's information technology network, if such limits are necessary and warranted to remedy the situation.

Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed by law and consistent with any applicable provisions in the District's collective bargaining agreements. If the investigation reveals that no bullying has occurred, or if the complainant is not satisfied with the remedial action taken after a finding of bullying, the complainant may appeal to the next appropriate individual. For students, the appropriate individual would be a counselor or building administrator. For employees and volunteers, the appropriate individual would be via Policy 1400 – *Public Complaints*.

Staff and Student Awareness of this Policy

Principals, on an annual basis, are to inform parents and students of this policy and to inform parents of that school's initiatives to advance this policy at that grade span.

Principals and operations supervisors are to include reference to this policy, at least annually, at staff meetings, as part of in-service training and professional development, to promote sustained awareness and attention regarding this policy among the members of department and grade level teams.

This policy is to be included in future editions of the district's code of conduct. All district employees are to receive a copy of this policy, via the district office, within two months of adoption. Principals are expected to share information regarding this new policy with students and their parents within a month following district office publication and campus-wide distribution of the adopted policy.

Adoption date: February 12, 2008

Peru Central Bullying Complaint Appeal Form

Name of complainant: _____

Date of complaint: _____

Name of alleged bully: _____

Date[s] of bullying: _____

Place of bullying: _____

Please attach a **description** of the bullying behavior.

Name of witness[es] if any: _____

To whom was this first reported? _____

What was the resolution? _____

Why are you appealing the decision?

What action do you believe should be done to respond to your appeal?

Review date of this appeal _____ Name of appeal reviewer _____

Resolution & Notes _____

End Notes

1. The mid-October 2004 preliminary first draft was based on suggestions and requests to the Superintendent of Schools from various individuals in recent times, focused on district development of such a policy.
2. That draft document was the result of district office review of bullying and related policy development, including but not limited to information from several other school districts via the New York State School Boards Association, and as part of the school board's ongoing initiative for continuous updating of policy documents for Peru Central School District.
3. The Superintendent forwarded copies of the first draft to the district's administrators, supervisors, collective bargaining unit presidents, PTO leaders, student councils [*via Principals*], various other community members and the school board's attorney for review and comment to the Superintendent of Schools prior to the start of November 2004.
4. Following that period of review and comment, a refined first draft policy draft was forwarded to the school board and received a first reading at the November 2004 regular monthly meeting.
5. This December 14, 2004 updated policy document includes additional focus on remedial action, prohibition of retaliation and an appeals process, including an appeals form. The updated policy reflects comments and suggestions received at the November 29, 2004 administrative team meeting.

REPORT CARDS AND PROGRESS REPORTS FOR 2010-2011

Grading time line for Middle/High School

Quarter 1 – 9/9 – 11/10 = total days instruction 44
(includes 2 half days)

5 week progress reports

10/8 Comments entered in computer 10:30 am

10/12 Progress reports mailed

Report Cards

11/10 End of Quarter One

11/16 Grades entered in computer 10:30 am

11/22 Parent conferences report card pick up 4:00 pm

11/23 Parent conferences report card pick up 7:30 am

Quarter 3 – 1/25 – 4/1 = total days instruction 44
(includes 2 half days and 4 regents testing days)

5 week progress reports

3/7 Comments entered in computer 10:30 am

3/7 Progress reports mailed

Report Cards

4/1 End of Quarter Three

4/11 Grades entered in computer 10:30 am

4/13 Parent Conferences report card pickup 4:00 pm

4/14 Parent Conferences report card pickup 7:30 am

Quarter 2 – 11/11 – 1/24/11 = total days instruction 40
(includes 1 half day)

5 week progress reports

12/20 Comments entered in computer 10:30 am

12/21 Progress reports mailed

Report Cards

1/24 End of Quarter Two

1/31 Grades entered in computer 10:30 am

2/1 Report cards mailed

Quarter 4 – 4/2 – 6/24 = total days instruction 39
(includes 1 half day and 8 regents testing days)

5 week progress reports

5/16 Comments entered in computer 10:30 am

5/17 Progress reports mailed

Report Cards

6/14 Last day of classes

6/23 Grades entered in computer 10:30 am

6/24 Report card pick up by students 7:15 am

STAFF DEVELOPMENT/SUPERINTENDENT DAYS

September 7 & 8	Full-day	Staff development
September 29	Half-day	Staff development
October 21	Half-day	Staff development
November 22	Parent Conferences	4:00 - 7:30 pm
November 23	Parent Conferences	7:30 - 10:30 am
January 13	Half-day	Staff development
February 3	Half-day	Staff development
March 17	Half-day	Staff development
April 13	Parent Conferences	4:00 - 7:30 pm
April 14	Parent Conferences	7:30 - 10:30 am
May 18	Half-day	Staff development

Dates boxed are dates in which students WILL NOT be in Attendance.
 Dates with circles are staff only days.
 Dates with shaded boxes are EARLY DISMISSAL days.

2010-2011 PERU CSD ACADEMIC CALENDAR

SEPTEMBER 2010

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

Students/Teachers 16 + 2/18

OCTOBER 2010

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

Students/Teachers 20/20

NOVEMBER 2010

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

Students/Teachers 17 + 1/18

DECEMBER 2010

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

Students/Teachers 16/16

JANUARY 2011

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

Students/Teachers 20/20

FEBRUARY 2011

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

Students/Teachers 15/15

MARCH 2011

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

Students/Teachers 23/23

APRIL 2011

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

Students/Teachers 13 + 1/14

MAY 2011

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

Students/Teachers 21/21

JUNE 2011

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

Students/Teachers 18/18

Please Note

- 1 K-12 faculty will report to work on September 7 & 8, 2010.
- 2 Students will report to school on Thursday, September 9, 2010.
- 3 Total Days in Session - 183.
- 4 Should there be a need for additional snow days, the following days will become days in session in the following order of priority: June 27th, June 28th and June 29th.
- 5 Unused snow days will allow for days not in session as follows:
1st May 31st, 2nd May 27th, 3rd April 26th.
- 6 The following days will be "staff only" - Superintendents conference days: September 7th & 8th, November 23rd, and April 14th.

Students: 179 days + 4 supt. days = 183 days
 Teachers 183 days