Junior Senior High School

Student Handbook

&

Code of Conduct

Revised 7/30/2026

The Student Handbook is designed to familiarize students and parents with the school's procedures, expectations, and educational offerings. It emphasizes the importance of cooperation and encourages families to read the handbook thoroughly. While it aims to answer most questions, the school is available to help with any issues not addressed within.

Marathon Central School District is proud of its strong educational program and encourages student involvement in athletics, clubs, arts, and other extracurricular activities. The school community values partnership with parents and students, aiming to provide the best possible learning environment. The District is committed to academic excellence and creating a positive, rewarding experience for all.

For more information or assistance, please contact:

Marathon Junior-Senior High School
Marathon Central School District
1 East Main Street
Marathon, NY 13803
Phone: (607) 849-3252
Website: www.marathonschools.org

MARATHON CENTRAL SCHOOL TRADITIONS

There is a long-standing list of traditions here at Marathon Junior-Senior High School. Below is a brief review of some of the major aspects of this portion of our school's program.

School Name:	Marathon Central School
School Colors:	Orange and Black
School Athletic Symbol:	The Olympic Torch
School Athletic Team Name:	The Olympians

THE ALMA MATER

Here the school of Marathon
Works the livelong day;

Truly we shall gain bright laurels
On our upward way.

Chorus: School we love, Marathon, love for aye,
Oh Marathon for thee;
Oh may we be true and loyal
To thy memory.

As the years of life are passing
Dark our paths may be;

Still the ray of faith and love
Shall linger long on thee.

Chorus: School we love, Marathon, love for aye,
Oh Marathon for thee;
Oh may we be true and loyal
To thy memory

OVERVIEW

When students become part of a community such as the Junior/Senior high school, it is important for each of them as well as their parents to understand that there are certain minimum expectations that the administration will have regarding student behavior and the interaction of their child with the many students, staff, faculty, and administration that make up an entity such as a school district. The most basic of these expectations is founded upon the concept of respect and understanding of the goals of the school system and the part that each individual plays in its success. What appears below is a brief listing of what we expect of each member of the Marathon Central School community in regards to our daily expectations.

GENERAL RULES OF CONDUCT

1. Fighting will not be tolerated on school property.
2. Littering is unnecessary since receptacles are provided in the halls, classrooms and lavatories.
3. Profanity or abusive language will not be tolerated anywhere in the school building or on the school grounds.
4. School dress is based on the following guidelines:
   A) Decency
   B) Safety (e.g., no bare feet; shoes must be on at all times)
   C) Not distracting
   D) Cleanliness
5. The school building is not an appropriate place for public display of affection; therefore, public display of affection is limited to "holding hands." Hugging is not permitted.
6. Running/horseplay in the halls creates a safety problem and is forbidden. Keep to the right in the halls, on the stairways and move at a reasonable speed.
7. Only one student is permitted to being in the individual bathrooms at a time. Furthermore, only one student is allowed in a bathroom stall in the large group bathrooms at a time.

Marathon school District Website:
www.marathonschools.org

SIX-DAY CYCLE

The primary beneficiaries of the six-day cycle are the science labs. Each of these classes has been designated as meeting on a particular day (1 through 6), which will of necessity, rotate through the "traditional" Monday-Friday week.

If school is closed for any reason, the number of the day that classes resume will be the next number in the six-day cycle.

> EXAMPLE: If school is scheduled to be closed on a particular day that is day "5" in the cycle, then the next day would be day "5" in the cycle.

To help you (and the students) keep track of the sequence, flip cards showing the day number will be located in the Main Office and outside the Guidance Office. In addition, this information will be included on the daily absentee sheet.

Marathon Junior Senior High School Bell Schedule

DAILY BELL SCHEDULE

Bus Arrival/Breakfast/Lockers	7:50-8:00
Warning Bell	8:00
Period 1 Class, BOCES HR	8:03-8:52
AM BOCES Departs	***8:20***
Period 2 Class	8:55-9:38
Period 3 Class	9:41-10:24
Period 4 Class/Lunch	10:27-11:10
Period 5 Class/Lunch	11:13-11:56
AM BOCES Returns	***11:30***
PM BOCES Departs	***11:45***
Period 6 Class/Lunch	11:59-12:42
Period 7 Class	12:45-1:28
Period 8 Class	1:31-2:14
Period 9 Class	2:17-3:00
PM BOCES Returns	***2:30***

ATTENDANCE INFORMATION

Marathon Central School District Pupil Attendance Policy - *Policy 7110*

Education Law 3205 requires attendance at school for children ages 6 to 16. Class attendance at Marathon Jr. Sr. High School is recognized as an integral component of instruction. School attendance is mandatory for all enrolled students. The school day begins at 8:03 am and ends at 3:00 pm. The main doors inside the school are locked until 7:50 a.m. but students may wait in the entry way. If a student is going to be late or absent, the student's parent/guardian is asked to **call 607-849-3229,** or provide a written, signed excuse which the student will present upon arrival to school. Students are to report to the main office to sign in when arriving late to school. **To participate in an extracurricular activity, a student must be in school and on time the entire day, beginning at 8:00 a.m. for BOTH the Senior High School and Junior High School.**

The Marathon Central School District Board of Education recognizes the clear correlation between student success in meeting the New York State and District educational standards and excellent student attendance at school. It is the opinion of the Board that our community places a high value upon the education provided by its schools and expects parents/guardians, students, and District personnel, to hold high standards for student attendance at school. The expectation that students will be in attendance at school every day and be prepared to learn is one that should be uniformly understood and embraced by all who deal with our children.

It is for this reason that the following **Comprehensive Student Attendance Policy** has been developed and approved by the Board of Education.

Please be aware that school policies are periodically updated. For the most current and official information, we recommend referring to the District Board Documents available on the school website. (www.marathonschools.org).

Annual Review by the Board

The Board will annually review the building level student attendance records and if those records show a decline in student attendance, the Board will make any revisions to the Policy and recommend changes to the plan as deemed necessary to improve student attendance.

ACADEMIC REQUIREMENTS AND GRADING PROCEDURES

Graduation Requirements

For all students entering grade 9 in 2026, these are the current requirements for graduation***. Students are encouraged to direct specific questions regarding requirements to their guidance counselor.

Course Credit Requirements:

	Regents/Local Diploma	**Regents Diploma w/ Advanced Designation**
English	4 credits	4 credits
Social Studies	4 credits	4 credits
Mathematics	3 credits	3 credits
Science	3 credits	3 credits
Health	½ credit	½ credit
Art or Music	1 credit	1 credit
Physical Education	2 credits	2 credits
Foreign Language	1 credit	3 credits *
Elective Courses	3.5 credits**	1.5 credits** (With 3 credit foreign language option.)
Total Credits Required for Graduation	22 credits	22 credits
		*A 5 credit sequence in an Occupational Program including the Agriculture Sequence can replace the 3-credit foreign language requirement. A minimum of 1 credit in foreign language is still required with this option.

***As updates are made for Portrait of a Graduate, we will be sending out information when NYS makes official notice. Please check our website for the most updated information.

The following chart outlines the Regents exam score requirements and typical grade level of administration.

Testing Requirements – Minimum passing grade(s) is listed after the exam

Diploma with Honors (Regents or Regents w/ Advanced Designation) Average Regents Exam score of 90 or higher on the required Regents Exams (5 exams for Regents Diploma w/ Honors; 8 exams for Advanced Regents Diploma w/ Honors)

REGENTS DIPLOMA	REGENTS w/ ADVANCED DESIGNATION DIPLOMA
Algebra I (65) (Grade 9 or 10)	**Algebra I (65)** (Grade 9)
Global History & Geography II (65) (Grade 10)	**Global History & Geography II (65)** (Grade 10)
U. S. History & Government (65) (Grade 11)	**U. S. History & Government (65)** (Grade 11)
English Language Arts (65) (Grade 11)	**English Language Arts (65)** (Grade 11)
1st Science Regents (65) (Grade 9 or 10)	**1st Science Regents (65)** (Grade 9)
	2nd Science Regents (65) (Grade 10)
	Geometry (65) (Grade 10)
	Algebra II (65) (Grade 11)

TERMS AND DEFINITIONS

SEMESTER: The school year is usually divided into two semesters a fall semester and a spring semester. The spring semester begins in late January.

CREDIT: A credit measures the credit you receive for passing a high school subject. One credit is usually earned for a passing grade in each subject taken five times/week for a full school year. A half-year or semester subject usually earns one-half credit.

ELECTIVE COURSE: Elective courses are the ones you choose yourself -- courses that are not required of you. College requirements or your plans for a job will help you choose your elective courses.

PRE-REQUISITE: A prerequisite is a class that you are required to take before you can take a more advanced course in the same field. For example: Studio in Art is a prerequisite for Advanced Art.

***ALL STUDENTS ARE EXPECTED TO TAKE FIVE CLASSES PLUS PHYSICAL EDUCATION**

PROGRAMS AND COURSES TO BE CONSIDERED BY THE STUDENT IN MAKING PLANS FOR COLLEGE

COLLEGE PREPARATORY PROGRAM

Standards and requirements vary from one college to another, with most having requirements in order to gain entry. It is highly recommended that students become familiar with these requirements as early as ninth grade. By planning ahead, the student will be prepared for the college program of their choice.

A helpful timeline is listed below to assist you with your college preparation:

FRESHMAN YEAR:
Explore the "Choices" program and the college catalogs available in the Guidance Office.

SOPHOMORE YEAR:
Make a list of colleges you might consider attending and check online for a current catalog.

JUNIOR YEAR:
Review the requirements - which entrance exam is needed (SAT, SAT Subject Tests, ACT, PSAT, ASVAB), high school courses that are required vs. recommended, etc. Plan to take the entrance exams at the end of your junior year or early in your senior year.

SENIOR YEAR:
Narrow your selection to 3 or 4 colleges and send in the applications between September - February. BE AWARE OF APPLICATION DEADLINES. Apply for financial aid and any scholarships for which you may be eligible.

ADVANCED PLACEMENT and DUAL CREDIT COURSEWORK

Students enrolled in these courses must understand that we prescribe to the rigorous academic criteria of the course outlines as prescribed by the College Board and TC3. Information regarding these courses may be obtained from the guidance office or from specific instructors of these classes.

HIGH SCHOOL GRADE STANDING

1. To be seated in a freshman homeroom a student must have successfully completed 8th Grade.
2. To be seated in a sophomore homeroom a student must have a minimum of 5.5 credits.
3. To be seated in a junior homeroom a student must have a minimum of 11 credits.
4. To be seated in a senior homeroom a student must have a minimum of 16-1/2 credits.

GRADING PROCEDURES

1. CALCULATION OF FINAL COURSE AVERAGE FOR JUNIOR HIGH AND HIGH SCHOOL

The average of the four marking periods will constitute 80 percent of the final grade. The final examination will be 20 percent of the final grade.

2. **REGENTS COURSE CREDIT**

A Regents examination that serves as a final examination in a course should be calculated the same as any other final examination. The Regents examination will be 20 percent of the final grade. The average of the four marking periods will constitute 80 percent of the final grade. A student cannot pass the course by simply passing the Regents exam.

3. **COMPUTING AVERAGES**

When the final average is calculated, the student will receive the grade he/she has earned. Mathematical computation will allow for 64.5 to 64.9 to be rounded up to a 65 average.

COURSE CHANGES AND DROPS

Once a student is formally enrolled in a course, written parental permission is required in order for a student to change his/her schedule. A half-year course may not be dropped after the first marking period has concluded. A full-year course may not be dropped after three marking periods have concluded.

SUMMER SCHOOL INFORMATION

Grades 7 - 12

Depending upon the situation it may be necessary for a student to attend summer school to complete any deficiencies in their academic program. The following information relates to the summer school held annually at Cortland or Homer High School. Please see the Guidance Counselors in the Guidance Office for up to date information.

GENERAL INFORMATION

1. Warning letters will be sent to students in danger of failing at the conclusion of the **third** marking period.
2. Students who fail a course are asked if they will be attending summer school
3. The guidance counselor's register those who are attending the regional summer school.
4. The student's summer school schedule is sent home around July 5th from the regional summer school office.
5. Some classes may be canceled due to low enrollment. You will be notified by phone if a class is canceled.
6. Transportation will be provided to the regional summer school location. Students must have their own ride to Marathon High School to ride the regional school bus.

RECORDING OF SUMMER SCHOOL GRADES

1. All summer school grades received from a REGISTERED school will be accepted at face value and all appropriate credits awarded to the student.
2. We will also accept summer school grades from out of state REGISTERED PUBLIC SCHOOLS.
3. Transcripts will be updated so that the grades from both the regular school and the summer school are recorded, and credits noted.

Students in Grades 7-8
Students who must attend summer school in order to be promoted to the next grade will be contacted by their guidance counselor. A warning letter regarding potential course failures will be mailed after the 3rd marking period. Students and their parents/guardians will be notified in late June, after 7th & 8th grade teachers, guidance counselor, support staff and principal conduct a retention meeting.

DRIVER EDUCATION
The driver education program is available to all full-time students in grades 10-12 who have a valid New York State Driver's permit. Seats in the summer driver education program, if offered, are limited to twenty (20) and are assigned on a first come first serve basis, beginning with seniors and working down to sophomores. Students must meet a strict attendance policy for both the lecture and the driving portions of the program. More information and scholarships regarding this program may be obtained from the main office.

Driver Education is offered during the school year as a half-year course with limited availability. For more information, please contact the Guidance Office.

COLLEGE CREDIT COURSES - DUAL CREDIT

Marathon Junior-Senior High School offers the following courses during the 2026-2027 school year that provide college credit to those who enroll and are successful. Through "Articulation Agreements" with Tompkins-Cortland Community College the following courses carry both MCS credit toward graduation as well as college credits that are transferable.

MCS COURSE	CREDIT	TC3 COLLEGE COURSE
College Accounting	4	ACCT 101 – Principles of Accounting I
TC3 Biology	4	BIOL 104 – General Biology I
TC3 Biology	4	BIOL 105 – General Biology II
Word Processing	1	CAPS 111 – College Keyboarding
English TC3	3	ENGL 101 – Academic Writing II
English TC3	3	ENGL 102 – Approaches to Literature
American History TC3	3	HIST 201 – American History to 1877
American History TC3	3	HIST 202 – American History Since 1877
College Health	3	HLTH 206 – Personal Health
College Algebra	4	MATH 120 – College Algebra
Pre-Calculus	4	MATH 138 – Pre-Calculus
Statistics	3	MATH 200 – Statistics
Calculus	4	MATH 201 – Calculus I
Calculus II	4	MATH 202 – Calculus II
Physics TC3	4	PHSC 104 – General Physics I
AP Government	3	POSC 103 – American National Government
Psychology	3	PSYC 103 – Introduction to Psychology
Sociology	3	SOCI 101 – Introduction to Sociology
Spanish III	3	SPAN 102 – Beginning Spanish I
Spanish IV	3	SPAN 201 – Intermediate Spanish I
Spanish V	3	SPAN 202 – Intermediate Spanish II
AP American History	*	Advanced Placement American History*
AP Government	*	Advanced Placement Government*
AP World History	*	Advanced Placement Global History*

These courses are sometimes offered on a rotating basis. Information will be provided as soon as appropriate arrangements are completed.

* Advanced Placement students commit to taking the AP exam in May. There is a fee for the exam. College Credit is determined by the student's college of choice based on the student's exam score. Students are able to take any AP exam they choose to take. Some courses are not designed to prepare students for the AP test. Students should consult with both their guidance counselor and the instructors to see if additional preparation is needed to be ready for an AP exam.

NATIONAL HONOR SOCIETY:
Trait Description Guide

The four traits for membership are as follows:

SCHOLARSHIP **LEADERSHIP** **SERVICE** **CHARACTER**

1. **SCHOLARSHIP**
Students who exercise scholarship exhibit the following characteristics of this trait:
- Demonstrate an eighty-five percent average, as calculated using averages from ninth grade to the present.
- Demonstrate a consistent work ethic and work with maximum effort.
- Hold themselves accountable and are intrinsically motivated to pursue learning.
- Demonstrate integrity and honesty when presenting work.
- Demonstrate intellectual curiosity and pursue knowledge for the sake of learning.
- Encourage scholarship in others and are willing to assist them in creating original work.

2. **LEADERSHIP**
Students who exercise leadership exhibit the following characteristics of this trait:
- Demonstrate leadership in the classroom, at work, and in school activities.
- Display resourcefulness in proposing new problems, applying principles, and making suggestions.
- Demonstrate leadership in promoting school activities.
- Exercise influence on peers in upholding school ideals.
- Contribute ideas that improve the civic life of the school.
- Exemplify a positive attitude.
- Inspire positive behavior in others.
- Demonstrate academic initiative.
- Exhibits dependability and responsibility.

3. **SERVICE**
Students who show service exhibit the following characteristics of this trait:
- Put forth a willingness to uphold scholarship and maintain a loyal school attitude.
- Participate in some outside activities: church groups; volunteer services for the youth, elderly or disadvantaged.
- Volunteer dependably, offer well-organized assistance, are gladly available and willing to sacrifice to offer assistance.
- Work well with others and are willing to take on difficult or inconspicuous responsibilities.
- Cheerfully and enthusiastically render any requested service to the school.
- Demonstrate a willingness to represent the class or school in inter-class and inter-scholastic competition.
- Show courtesy by assisting visitors, teachers, and students.

4. **CHARACTER**
Students who exhibit character will exhibit the following characteristics of this trait:
- Take criticism willingly and accept recommendations graciously.
- Consistently exemplify desirable qualities of behavior (cheerfulness, friendliness, poise, stability).
- Uphold principles of morality and ethics.
- Cooperate by complying with all school regulations, rules, and codes.
- Demonstrate the highest standards of honesty and reliability.
- Regularly show courtesy, concern, and respect for others.
- Observe instructions and rules, punctuality, and faithfulness both inside and outside the school.
- Have power of concentration, self-discipline, and sustained attention as shown by perseverance and application to studies.
- Manifest truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others.
- Exhibits civic responsibility, and inspires others to do the same.

MARATHON CENTRAL SCHOOL
NATIONAL HONOR SOCIETY
SELECTION PROCESS

1. A list of academically qualified students will be obtained from the guidance office by the NHS advisor. A minimum average of 85% for prior years (9^{th} through the most recent report card) is required for consideration.

2. The present advisor of the Honor Society will be asked to distribute to the current teachers of academically qualified students, forms for the listing of that teacher's comments on character, scholarship, leadership, and service. The advisor will oversee this procedure and make every effort to insure the confidentiality of the information.

3. A faculty committee will view the students' qualifications from the material presented by the advisor and approve the final selection of the new inductees.

4. The committee will consist of two standing committee members (Guidance Counselor and Honor Society Advisor) in addition to at minimum four faculty members selected by the standing committee.

5. To be selected as an Honor Society Member, a candidate must receive a majority of positive votes. Neither the advisor nor the principal are allowed to vote.

6. The members of the committee will not discuss any student's candidacy or disclose the outcome/specifics of the vote.

7. Students will be evaluated on the four traits: Scholarship, Leadership, Service and Character. Students must receive a majority vote to be elected. Please see the National Honor Society Advisor for the National Honor Society: Traits Description Guide for a better understanding for how a student's is evaluated.

8. All students accepted into the NHS must accrue 10 hours of community service per school year through NHS sponsored events (ie: Blood Drives, Potato Day, etc).

9. Member of NHS must participate in all induction ceremonies which may include giving speeches.

10. Students who no longer meet eligibility requirements may have their NHS membership revoked.

CLASS RANK INFORMATION

Grades received from freshman to junior year, and the summer following the junior year, are used as a basis for computing an unofficial ranking average. The weighting system described in this section is applied when determining a student's final cumulative average and class rank. Ranking is based on Marathon graduation credits and is considered a Marathon honor.

PROCEDURE FOR FIGURING CLASS RANK

1. Courses will be weighted as follows:

1.10 * Concurrent Enrollment courses, Advanced Placement courses

1.05 Honors Courses, Algebra II w/Trigonometry

1.00 Regents courses, electives, PE, all other courses required for graduation

2. For subjects failed then repeated and passed, only the passing grade will be included in the weighted average for ranking purposes.
3. In cases where a student repeats a previously passed course in order to earn a higher final grade, the higher grade will be used.
4. An unofficial class rank will be computed at the beginning of the senior year only for use in college application procedures. Your official class rank will be given at the ranking ceremony.
5. In the student's senior year, official class rank will be computed after 3 marking periods are completed. Cumulative averages of courses in progress will be used.
6. All classes for which high school credit is earned are counted in the student's ranking average.
7. All incomplete grades must be made up within the midpoint of the 4th marking period. If no grade is available to replace an incomplete by the midpoint of the 4th marking period, a 50 will be assigned as a grade.
8. Transfer students (from another high school enrolling at Marathon) transcript will be recalculated according to the Marathon ranking policy (Steps 1-7 above in Procedure for figuring class rank).
   Students who take college courses, dual credit, online courses or courses on a college campus, will have a separate transcript issued by the participating college.
9. Foreign exchange students attending Marathon will not be ranked.

CLASS RANKING IS COMPUTED AS FOLLOWS:

Using the final average for each course passed, the course grade is multiplied by the credit value of that course. The result is then multiplied by the weighting factor for that course. All weighted grades are added together and divided by the number of course units to determine the weighted grade point average. All classes for which the student earns high school credit will be included in his or her ranking average. The student with the highest weighted grade point average will be ranked number one. The rest of the students will follow in class rank in order according to their weighted grade point average. For class ranking purposes, academic averages will be rounded to the thousandth place.

SELECTION OF SALUTATORIAN AND VALEDICTORIAN:

The designation of Valedictorian and Salutatorian is to be made following the numerical ranking of the entire class following the procedure set forth below:

1. The Valedictorian shall be the person who has the highest numerical average and is passing all required classes for graduation.
2. The Salutatorian is to be the student who has the second highest numerical average and is passing all required classes for graduation.
3. Transfer students must be enrolled in the school system as a full-time student. They must be enrolled as of the first day of the senior year in order to qualify as Valedictorian or Salutatorian.

RANKING CEREMONY FOR GRADUATES:
Each year, the top 20% of the senior class is honored at the annual Ranking and Recognition Assembly.

*Concurrent enrollment designates taking courses that are both for Marathon and TC3 credit. Courses that are being audited (not taken for TC3 credit) are weighted as 1.00. A list of concurrent classes offered by Marathon CSD can be found in the student handbook as well as at the following website: https://www.tc3.edu/collegenow/concurrent/is_students_offerings.asp (Marathon). Please be aware that classes can be eliminated or added based on staffing or instructional approval.

COMMENCEMENT/GRADUATION CEREMONY
As Commencement is the ceremony where we confer a diploma upon those who have earned/qualified for graduation, only those students who have met the necessary state and local criteria may participate in the ceremony. Students who do not meet all necessary requirements as prescribed by the State of New York and the Marathon Central School Board of Education cannot participate in the Commencement/Graduation ceremony.
Foreign exchange students are not eligible to participate in the graduation ceremony; however, they may attend as guests.

ACADEMIC DISHONESTY

ACADEMIC CHEATING - Cheating is a conscious act designed to deceive a teacher and to give oneself an unfair academic advantage. Any kind of cheating on school work is contrary to the purpose of "learning" and violates the basic code of honesty. There have been great debates regarding what constitutes cheating in school. The information appearing below hopefully will help to clear the air on this issue.

EXAMPLES OF CHEATING
1. Copying another student's homework: vocabulary, math, a few answers that were not the product of your own efforts.
2. Copying answers from another student's paper during a test or quiz.
3. Copying a lab experiment in a science class.
4. Allowing another student to copy your homework and submit it as his or her own.
5. Doing another student's homework for him or her. Letting someone "borrow" your social studies homework.
6. Using AI inappropriately or any other apps/forms of getting answers than researching yourself

7. Using a "cheat sheet" to help you pass a test.
(Bringing unauthorized information of any kind to testing site)
8. When working in groups: putting your name on a project that you did not work on. Having your partner do all the work and submitting it as yours.
9. Use of electronic devices to transfer academic information/answers to another student during a testing situation. In general, anytime you present work to be graded that "you" did not actually know, write or answer yourself, an act of cheating occurs. This is exclusive of those times that you work with a friend on homework or a class project. On these occasions the guideline is that the results may be "similar" but the writing, thoughts and answers are your own.

Cheating is dishonest. Whether you are caught or not, cheating on assignments, tests or quizzes or homework is inappropriate and is a violation of school rules as well as violating moral and ethical standards. If the work that you submit is not your own, you cheat "yourself" of the opportunity to learn.

When teachers find that students in their classes have cheated, the issue is to be addressed in the following manner.

1. The teacher may address the issues primarily with the offending student(s). On some occasions the teacher may feel a "warning" may be sufficient.
2. A grade of "zero" on this assignment with the understanding that the assignment must still be completed and submitted.
3. Parents will be contacted regarding the incident and action taken by the instructors.
4. Cheating on tests or quizzes will result in a grade of "zero" for that particular evaluation.
5. Any student caught cheating on a New York State Regents examination will receive a grade of "zero" as a final exam grade. A letter of notation will then be placed in the student's academic file.

* For repeated acts of cheating, a conference with the student, parents, teacher and administrator will be arranged. Repeat acts of cheating may result in suspension from school or be referred to the Superintendent of Schools for the appropriate action.

PLAGIARISM - (CHEATING) - Plagiarism is the act of knowingly stealing and using the ideas or writings belonging to someone else and presenting them as your own work. This is most commonly done on assignments such as essay question completion or on a research project. Plagiarism is a serious violation of conduct and of the trusting relationship that exists between student and teacher.

EXAMPLES OF PLAGIARISM INCLUDE:

1. Copying essay answers.
2. Submitting someone else's research/term paper as your own work.
3. Copying portions of another's writing and incorporating it into the text of your own work. Example: Use of passages of text taken from internet website without appropriate footnotes and credit to the author.
4. Using quotations or other thoughts expressed in writing without giving credit to the original

author through the use of quotation marks and footnotes, etc.

5. The use or representation of another's work as your own regardless of the source or the age of that source. This includes copying from an encyclopedia, historical tests, a magazine article or any other source of information without transferring the information wholly into your own words. A note: If questions arise regarding the originality of a student's work, the instructor may ask for specific sources of research to be produced for review.

    A. It is the policy of this school that plagiarism is a blatant act of deceit and must be dealt with each time it occurs. Students who plagiarize assignments will be given a grade of "zero" on the assignment. Since the assignments are important in evaluating a particular student's skills, the assignment in question will still need to be completed and submitted to the instructor within an agreed upon time frame.

    B. Instructors will contact parents regarding any act of plagiarism in their course areas. The building principal will also be contacted and information regarding the incident will be provided in writing.

    C. Repeated acts of plagiarism will be referred directly to the administration. A parent conference will be scheduled to address the issue. This conference will involve the teacher, parent, student and member of the administration. Any plagiarized assignments will receive a grade of "zero", yet must be completed to meet course requirements. Repeated acts may result in suspension from school or be referred to the Superintendent of Schools for appropriate action.

6. Any form of unauthorized use of AI

Marathon Central School
Jr./Sr. High School Community Service Initiative

Marathon Central School District believes that community service is a vital component in helping students become responsible citizens. Our goal is to help students think beyond their immediate needs and care about the world around them. We hope the experiences give students a sense of empathy, so they can feel better about themselves and give back to the community. It is also our hope that community service will EMPOWER students and afford them an immersing opportunity to pursue a passion well after graduation. Students who start 7th grade at Marathon Central High School are highly encouraged to complete a minimum of 100 hours of community service prior to graduation. A maximum of 10 hours will be counted for school sponsored club activities during the school day per year (please note that community service activities completed during the school day cannot be done during a scheduled class period). Transfer students will be prorated by the number of years they have to graduation. Seniors wishing to be recognized with community service cords at graduation need to submit their hours by June 1st of their senior year.

Definition of Community Service

Community service is volunteer work that is done without payment of money and/or services.

Student Recognition for Community Service

- Torchlight
- School Announcements
- Ranking Ceremony
- Junior High/Senior High School Awards Ceremony
- The Cortland Standard
- Graduation

Community Service

- Provides students the opportunity to share their talent and abilities with the community
- Improves self-esteem
- Engages students in real-life experiences
- Nurtures a stewardship towards the community
- Cultivates the development of a sense of compassion
- Fosters a partnership between the district and the community

Procedure

Students may begin to earn community service hours at the beginning of the summer prior to the start of their seventh grade year. All hours must be submitted to an administrator or community service coordinator for approval on the proper form and must have all necessary signatures. If there are any questions regarding eligibility, students should seek prior approval.

Community Service cannot be done for:

- Family or relatives (helping family members is done out of love and respect. It does not count as community service)

- Neighbors
- An employer
- Private business, any for profit organization

Community Service must be done for a

- Non-profit organization
- Governmental or educational program
- Religious organization if non-proselytizing in nature (non-missionary)

List of Possible Volunteer Organizations

- American Cancer Society
- American Heart and Lung Associations
- American Legion
- American Red Cross
- Boy/Girl Scouts
- CAPCO
- Cancer Foundation
- Church
- Cornell Cooperative Extension
- Cortland Regional Medical Center
- Family Resource Center
- Fire Department
- Food Pantry
- Habitat for Humanity
- Kidney Foundation of CNY
- Ma-Ce-Hi Chapter (National Honor Society)
- Make a Wish Foundation
- Marathon Central Schools
- Marathon Parent Teacher Student Association (PTSA)
- Marathon Preschool
- Marathon Scholarship Foundation
- Marathon Village Offices
- MAVAC
- Meals on Wheels
- Multiple Sclerosis Upstate NY Chapter
- Rescue Mission
- Salvation Army
- SPCA
- Special Olympics
- United Way
- Youth Sports Groups

MARATHON CENTRAL SCHOOL
JUNIOR/SENIOR HIGH SCHOOL COMMUNITY SERVICE INITIATIVE HOURS REQUEST

This application must be submitted to the Community Service Coordinator during the school year that the hours were performed. Submit or mail forms to the Marathon Central Junior Senior High School, Attention: Community Service Coordinator, PO Box 339, Marathon, New York 13803, or fax to 607-849-3305. If you have any questions, please call 607-849-3251.

Student Name: _____ Graduation Year: _____

Marathon Central School District believes it is essential for our student to give back to the community in which they live. Students who start 7th grade at Marathon Central High School are highly encouraged to complete a minimum of 100 hours of community service prior to graduation. A maximum of 10 hours will be counted for school sponsored club activities during the school day per year (please note that community service activities completed during the school day cannot be done during a scheduled class period). Transfer students will be prorated by the number of years they have to graduation. Seniors wishing to be recognized with community service cords at graduation need to submit their hours by June 1st of their senior year. Students who complete the community service hours will be recognized through various school events and publications.

Please note that community service must be performed for a non-profit organization.

Community Service Provider & Evaluation Report

Community Service Provider Name: _____

Name of contact at the organization: _____

Address: _____ Phone Number: _____

Description of the Community Service: _____

_____

Total Hours completed by student: _____ Date(s): _____

Service was performed to my satisfaction. ☐ Yes ☐ No

_____ _____

Signature of Community Service Contact Date

Student Report/Self Reflection: *What do you feel you have learned from this particular volunteer experience?*

I certify that I have performed community service with the above-mentioned non-profit organization, and I will not be, nor have been, paid for any services I have provided.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Community Service Coordinator Signature: _____ Date: _____

STUDENT HEALTH SERVICES

The Board of Education recognizes that good student health is vital to successful learning and realizes its responsibility, along with that of the parents, to protect and foster a safe and healthful environment for the students.

The school shall work closely with students' families to provide detection and preventive health services. In accordance with law, the school will provide vision, hearing and scoliosis screening. Problems shall be referred to the parents who shall be encouraged to have their family physician provide appropriate care.

Schools shall also provide emergency care for students in accidental or unexpected medical situations.

A permanent student health record shall be part of a student's cumulative school record and should follow the student from grade to grade and school to school along with his/her academic record. This record folder shall be maintained by the school nurse.

COMMUNICABLE DISEASES - *Policy 5691*

It is the responsibility of the Board to provide all students with a safe and healthy school environment. To meet this responsibility, it is sometimes necessary to exclude students with contagious and infectious diseases from attendance in school.

Please be aware that school policies are periodically updated. For the most current and official information, we recommend referring to the District Board Documents available on the school website. (www.marathonschools.org).

Physical Examination of Students

At the beginning of each school year, parents shall be notified that each new entrant is required by state law to have a health examination, and that a report of the examination must be submitted to the school by the examining physician.

As further required by state law, all students will have eye tests within six months of admission to school. In addition, vision and hearing tests shall be given to each student per NY State requirements.

Immunization of Students

Under law, all students entering or attending the school district are to present a written record of immunization for MMR, Tdap, Dtap, polio, varicella and meningococcal vaccines.

Evidence of immunization against the above-mentioned communicable diseases shall be a physician's statement certifying that immunization has been completed.

In the case of a transfer student from another school or district, the cumulative health record shall be acceptable as proof of immunization.

Exemptions

A student shall be exempted from the above requirements upon:

Presentation of the completed "Medical Exemption Statement Form" – DOH -5077, available in the Main Office, Nurse's Office or on the NYS Education Department website.

A student who has not received one or more of the required immunizations shall be given a reasonable length of time to comply. Should there be a lack of compliance, and the student is not exempted from immunization, the Superintendent shall exclude the student until such time as the immunizations are commenced and/or completed, or a statement of exemption is filed with the district.

Administration of Medicines to Students - ***Policy 7513***

Please be aware that school policies are periodically updated. For the most current and official information, we recommend referring to the District Board Documents available on the school website (www.marathonschools.org).

STUDENT HEALTH SERVICES REGULATION

If a student becomes ill in school:

1. The nurse will determine if the student should remain in the nurse's office or return to class.
2. The nurse will call the parent, guardian or substitute parent if he/she feels the student should go home. In general, a parent will pick up the student from school.
3. The nurse will contact the Building Principal if he/she feels the child should be transported by bus to the home.
4. If there is to be a change in bus routing in order to carry the student to his/her home, that decision will be made by the administrator and the transportation supervisor.
5. If the route is to be changed, the transportation supervisor shall inform the bus driver.

INJURIES

Any student who suffers an injury should report that injury immediately to his teacher, coach, principal or the school nurse. Appropriate documentation regarding an injury **must** be completed by school personnel.

CONCUSSION MANAGEMENT

The Board of Education of the Marathon Central School District recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and recreational activity and can have serious consequences if not managed carefully. Therefore, the Marathon Central School District adopts the following policy to support the proper evaluation and management of head injuries.

A concussion is a traumatic brain injury. Concussion occurs when normal brain functioning is disrupted by a blow or jolt to the head. Recovery from a concussion will vary. Avoiding re-injury and overexertion until fully recovered are the cornerstones of proper concussion management.

While District staff will exercise reasonable care to protect students, head injuries may still occur. Physical education teachers, coaches, nurses and other appropriate staff will receive training to recognize the signs, symptoms and behaviors consistent with a concussion. Any student exhibiting those signs, symptoms or behaviors while participating in a school sponsored class, extracurricular activity, or interscholastic athletic

activity shall be removed from the game or activity and be evaluated as soon as possible by an appropriate health care professional. In the event there is any doubt as to whether a pupil has sustained a concussion, it shall be presumed that he or she has been so injured until proven otherwise. The school nurse will notify the student's parents or guardians and recommend appropriate monitoring to them. The school nurse will follow up with the parents or guardians as soon as they become available. Accident reports must be submitted to the school nurse on the day of the accident or on the following school day if the accident occurs after school. The school nurse will make contact with the parent.

If a student sustains a concussion at a time other than when engaged in a school-sponsored activity, the District expects the parent/legal guardian to report the condition to the school nurse so that the District can support the appropriate management of the condition.

The student shall not return to school or activity until he or she has received written authorization to do so by a licensed physician. The school's Chief Medical Officer will make the final decision on return to activity including physical education class and after-school sports. Any student who continues to have signs or symptoms upon return to activity must be removed from play and reevaluated by their health care provider.

The Superintendent, in consultation with appropriate District staff, including the chief school medical officer, will develop regulations and protocols to guide the return to activity.

Concussion Guidelines and Procedures

Education

Concussion education should be provided for all coaches, school nurses and athletic trainers. Education materials will be provided to all administrators, teachers and guidance counselors. Education of parents/guardians should be accomplished through preseason meetings for sports and/or information sheets provided to parents/guardians. Education should include, but not be limited to the definition of concussion, signs and symptoms of concussion, how concussions may occur, why concussions are not detected with CT Scans or MRI's, management of the injury and the protocol for return to school and return to activity or interscholastic athletics. The protocols will cover all students returning to school after suffering a concussion regardless if the accident occurred outside of school or while participating in a school activity.

Concussion Management Team

The Marathon Central School District will assemble a concussion management team (CMT). The CMT will consist of the Director of Athletics, the Director of Health and Physical Education, school nurses, and/or school contract physician. The District's CMT should coordinate training for all administrators, teachers, coaches and parents. Training should be mandatory for all coaches, assistant coaches and volunteer coaches that work with these student athletes regularly. In addition, information related to concussions should also be included at parent meetings or in information provided to parents at the beginning of sports seasons. Parents need to be aware of the school District's policy and how these injuries will ultimately be managed by school officials.

Training should include: signs and symptoms of concussions, post-concussion and second impact syndromes, return to play and/or the classroom and school protocols, and available area resources for

concussion management and treatment. Particular emphasis should be placed on the fact that no student and/or athlete will be allowed to return to play and/or the classroom the day of injury and also that all athletes should obtain appropriate medical clearance prior to returning to play and/or the classroom or school.

The CMT will act as a liaison for any student returning to school and/or play following a concussion. The CMT will review and/or design an appropriate plan for the student while the student is recovering.

Concussion Management Team

a) Director of Athletics
b) Director Health and Physical Education
c) High School Nurse and/or Elementary School Nurse
d) School Contracted Doctor, Chief Medical Director

Concussion Management Protocol

Return to play and/or classroom

Return to play and/or the classroom following a concussion involves a stepwise progression once the individual is symptom free. There are many risks to premature return to play and/or the classroom including: a greater risk for a second concussion because of a lower concussion threshold, second impact syndrome (abnormal brain blood flow that can result in death), exacerbation of any current symptoms, and possibly increased risk for additional injury due to alteration in balance. These NYSPHAA current returns to play recommendations are based on the most recent international expert opinion. *No student should return to play and/or the classroom while symptomatic. Students are prohibited from returning to play and/or the classroom the day the concussion is sustained. If there is any doubt as to whether a student has sustained a concussion, it should be treated as a concussion. Once the student and/or athlete is symptom free at rest for twenty-four (24) hours and has a signed release by the treating clinician, and approved by the school contract physician she/he may begin the return to play and/or the classroom progression below (provided there are no other mitigating circumstances).

Day 1: Light aerobic activity
Day 2: Sport-specific activity
Day 3: Non-contact training drills
Day 4: Full contact practice
Day 5: Return to play

Each step should take twenty-four (24) hours so that a student and/or athlete would take approximately one week to proceed through the full rehabilitation protocol once they are asymptomatic at rest and with provocative exercise. If any post-concussion symptoms occur while in the stepwise program, then the student should drop back to the previous asymptomatic level and try to progress again after a further twenty-four (24) hour period of rest has passed.

[*These NYSPHAA current return to play and/or the classroom recommendations are based on the most recent international expert opinion.]

AFTER SCHOOL ACTIVITIES

Athletic practices, club meeting or work sessions are scheduled in advance and a teacher or other school personnel must be present to supervise the activity. No student (town or bus) is to remain in the building after school unless they are involved in a supervised activity. Students must have been in attendance in school that day to participate in any after school activity.

CAFETERIA

BREAKFAST AND LUNCH PROGRAMS - Marathon Central School District is very fortunate to be able to offer our students a quality dining program, which includes both a breakfast and a lunch program.

Students are encouraged to take advantage of starting their day with breakfast, as well as taking advantage of the quality lunches available in the school cafeteria. We currently are able to provide breakfast and lunch for FREE for all students. **We do however need to have the "free and reduced" forms filled out to continue this program**. Your cooperation is appreciated!

LUNCH PERIOD.

1. Don't crowd or save places in line.
2. All food is to be eaten in the cafeteria.
3. Return your tray to the counter and place paper items in the container.
4. Remain in the cafeteria unless you have a pre-signed pass or have permission to leave from the cafeteria supervisors.

CLOSED LUNCH

- Permission is not given for students to eat lunch off campus. The principal may authorize an off-campus lunch for special occasions.

DANCE REGULATIONS

The entire Student Handbook/Code of Conduct applies to students for dances as well as the below dance rules.

1. An activity application must be completed and submitted to the principal one week prior to the date of the planned dance. This form must be fully completed and signed by the respective class advisor.
2. All dances will be held at the elementary school
3. Students must be in attendance at school the day of the dance unless they have a pre-approved note to enter signed by the high school principal.
4. Students are expected to enter the dance when the doors are open. All students attending should be in attendance within 30 minutes of the start of the dance unless they have been given special permission (in writing) to be admitted after this deadline. This permission is restricted to those who work evenings or who have special circumstances that need accommodation.

5. Students will not be allowed to leave the elementary school building during dance hours unless it is to return home. Access to automobiles, etc., is prohibited without specific permission of a chaperone. Once a student leaves the elementary building, they will not be readmitted to the dance.
6. Students in grades 7-12 are permitted to attend class sponsored dances. Students from other districts are permitted to attend as long as proper paperwork is submitted within two days of the dance and approved by administration.
7. Junior High dances are limited to seventh and eighth grade students. Seventh and eighth grade students from other districts are NOT permitted to attend.
8. Senior High dances, such as, but not limited to, homecoming and cotillion, is limited to students in grades 9-12. Students in grades 9-12 from other districts are permitted to attend as long as proper paperwork is submitted within two days of the dance and approved by administration.
9. Jr. /Sr. Prom are for students in grades 11 and 12. Acceptable guests are current MCS 9-12 students. Guests from other school districts in grades 9-12 are permitted to attend as long as proper paperwork is submitted prior to purchase of ticket and approved by administration.

Note - Former high school students who have graduated within two years and are no older than the age of 21 may attend the senior high dances and the Jr./Sr. Prom with a current MCS student sponsor and receive prior approval from administration.

EMERGENCY CLOSING

In the event it becomes necessary to close school due to impassable roads or other emergencies, a phone call will be placed using the Parent Square system to the primary phone number on file for each student. The following radio stations and television stations will be notified:

Radio Stations		
98.1 FM	WHWK	Binghamton
97.0 AM	WHCU	Ithaca
101.5 FM	WXHC	Homer

TV Stations		
WBNG	Ch. 12	Binghamton
WIVT	Ch. 34 & 9	Binghamton
WTVH	Ch. 5	Syracuse
Time Warner News		Binghamton and Syracuse

LIBRARY MEDIA CENTER

The library media center offers each student the opportunity to read and to complete research assignments. In order to function properly, we ask you to follow the procedures listed below.

1. Bring all necessary materials with you when you come to the library media center.
2. Up to five print and non-print sources may be signed out for a four-week period and may be renewed if necessary. Students will be charged for lost or damaged items.

3. Each student may use the library media center to read or complete academic work; therefore, courtesy and respect is important. Loud or continuous talking is unnecessary. Students who are not respectful will receive a warning; if the student continues he will return to study hall and not be allowed to return to the library for a week. If the violations continue, the student will be sent to the Principal with a referral.
4. Back packs are not allowed in the library media center. They should be kept in lockers unless other arrangements are made with a teacher or the office.

USE OF INTERNET-ENABLED DEVICES - ***Policy 7316***

Please be aware that school policies are periodically updated. For the most current and official information, we recommend referring to the District Board Documents available on the school website (www.marathonschools.org).

OVERTOWN PROCEDURES FOR STUDENTS

The following is the procedure to allow senior students the privilege of leaving the school during the day.

1. Student must have a signed Overtown Permission slip on file in the Main Office
2. A student may be released to go over town only when a request is made in writing by one of his/her parents or a guardian. A request may be made in person to the building principal if necessary.
3. Notes are turned into the Attendance Clerk prior to or during attendance period.
4. Students are to leave for their errands only from study hall.
5. Students are to report to the Attendance Clerk for sign out procedure. The type of errand justifies the time involved over town and it will be left to the discretion of the Principal. If this is misused or the student receives a discipline referral, future privileges may be refused.
6. Students are not permitted to drive.

SCHOOL EMERGENCY DRILLS

EVACUATION DRILLS - Each year we are mandated to conduct eight (8) evacuation drills and four (4) lock down drills at the Junior-Senior High School. Eight of these drills are to be held before December 31st and the remaining four drills are to be held by the conclusion of school in June. We begin these drills as soon as the students return to school in September, and will periodically run them throughout the school year with the exception of obvious inclement weather.

EXPECTED CONDUCT DURING EVACUATION DRILLS

As an evacuation drill is a very important aspect of our safety program in the building, one can imagine that the process we use must be directed toward the speedy, quiet, efficient exit of the building of all students and building personnel.

1. All persons in the building must exit when the fire bell rings.

2. Everyone is to remain quiet so that supervisors and staff may communicate freely.

3. Fire exit routes are posted in each room -- these routes are to be followed unless otherwise directed.

4. Staff members are to exit with their respective class and are to be prepared to take attendance once outside the building.

5. All students are to wait for direction from staff before returning to the building.

6. While waiting for the drill to end all students are to conduct themselves appropriately and remain with their teacher. Evacuation drills are a serious matter and absolutely no horseplay or misbehavior of any kind will be tolerated. Students are not allowed to use cell phones unless directed to by school personnel.

LOCKDOWN DRILLS

There may be situations, such as an intruder in the building or somewhere in the vicinity, when all conditions in the building need to be "frozen" with staff and students in safe and contained areas.

1. **Lockdown** will be announced via the intercom, public address system, or otherwise using plain language.

2. Staff should immediately gather all students from the halls and neighboring bathrooms into classrooms (even if students do not "belong" in that room at that time), lock classroom doors, pull the shade down on your door and move students out of sight and away from the door as much as possible.
3. Staff and students should maintain calm and silent. Students do not use phone (cell or room phone), do not use intercom.
4. No one should be allowed to enter or leave classroom or office under any circumstances. Do not answer or communicate through the locked door.
5. Ignore the fire alarm unless smoke or flames are visible.
6. Building administrators or a designee will notify classes outside the building where to proceed safely.
7. Lock down will end ONLY when physically released by an emergency responder (police, fire, EMS).

Students who do not conduct themselves appropriately pose a safety risk to other students and staff and, therefore, place everyone in danger by this behavior. Anyone creating such a risk will be disciplined appropriately by the administration.

SEXUAL HARASSMENT OF STUDENTS - *Policy 7551*

The Board of Education affirms its commitment to provide an environment free from sex-based discrimination and sexual harassment, including sexual violence and intimidation. The Board, therefore, prohibits all forms of sexual harassment against students by other students, employees, school volunteers, and non-employees such as contractors and vendors, which occur on school grounds or at school sponsored events, programs, or activities, including those that take place at locations off school premises.

Please be aware that school policies are periodically updated. For the most current and official information, we recommend referring to the District Board Documents available on the school website (www.marathonschools.org).

STUDENT DEBTS

It is important that every student be aware that though there are occasions that they may owe money to their class or other organization, it is their responsibility to pay that debt immediately. Money owed to the school district or to classes and clubs will be collected in a timely manner. Students failing to make good on debts owed may have the privileges or participation in school activities suspended until all debts are paid in full. In cases of fiscal hardship students should see the building principal to develop a plan for the reimbursement of any money owed.

TEXTBOOKS/COMPUTERS - are provided for each student; however, you are responsible for the damage or loss of these items. ***Students will be assessed replacement cost of these items (and other school district property) that have been lost or severely damaged. General damage will be assessed at repair cost values.*** We ask that all students treat their textbooks/computers with care in an effort to pass them along to the next user in excellent condition. Your efforts will be greatly appreciated by all.

ARRIVAL TO SCHOOL

Students who walk, drive a car, are dropped off by bus or car are to enter the school building immediately upon arrival at the school. Students are not allowed to leave school property and are to remain in school and prepare for their day. Special permission is needed if a student has a legitimate reason to leave school property.

Students should enter the building and wait in the lobby prior to the homeroom bell.
Students may also participate in open gymnasium morning athletics start at 7 am, but must be on time for their first period class no exceptions.

BUS SAFETY RULES - School bus transportation is a privilege not a right. Because of the extent of the school's transportation, the importance of individual student responsibility is stressed for bus safety.

Bus students have been provided with a list of rules and expectations. Town students riding the bus occasionally should familiarize themselves with safety rules as well as proper bus conduct by checking the list in the Main Office or reading the rules posted in the bus.

Students who refuse to obey the specified rules for safe and appropriate conduct on the school bus may result in the loss of bus riding privileges and the requirement of parental transportation.

RULES FOR STUDENTS ON SCHOOL BUSES

1. The bus driver is in charge of the bus and those who ride it. His/her directions must be followed.
2. Stay in your assigned seat.
3. Respect all individuals who are riding the bus.
4. Loud noises and abusive or offensive language cannot be tolerated.
5. Glass containers of any kind cannot be allowed on the bus.
6. Use, possession, sale, or distribution of weapons, controlled substances, illegal drugs, or alcohol; use or possession of prescription or non-prescription medication, drugs, vitamins, supplements (including herbal supplements), or any unidentifiable substance including but not limited to powders, pills, tablets, and capsules of any kind not dispensed by the school nurse; distribution or sale of prescription or non-prescription medication, drugs, vitamins, supplements (including

herbal supplements), or any unidentifiable substance including but not limited to powders, pills, tablets, and capsules of any kind.

7. Always keep yourself and others safe while waiting for the bus, during the ride, and as you leave the bus.

STUDENT PARKING - Due to the limited amount of parking space on the school's campus, parking is restricted to **staff members only**. Students are not to park on the school's property, but may park at Lovell Field. Students who park at school without permission or misbehave at the Lovell's Field Parking Area may be subject to disciplinary action.

DRIVING PASSES TO BOCES- Any student wishing to provide their own transportation via automobile to or from BOCES must complete the appropriate driving permission form supplied by the main office at BOCES. Each student must complete this form and have the appropriate parent/guardian sign and have administrative permission before driving will be permitted.

This policy is designed to insure proper parent notification and students wishing to transport themselves must be accountable to the school district. Any student who violates this procedure may be subject to disciplinary action. Please stress to your child that this is a very important procedure to follow. Students with poor behavior may lose this privilege.

STUDENT RECORDS - ***Policy 7240***

The School District shall comply with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). Under its provisions, parents/guardians and noncustodial parent(s), whose rights are not limited by court order or formal agreement, of a student under eighteen (18), or a student who is eighteen (18) years of age or older or who is attending an institution of post-secondary education, have a right to inspect and review any and all education records maintained by the School District.

Please be aware that school policies are periodically updated. For the most current and official information, we recommend referring to the District Board Documents available on the school website (www.marathonschools.org).

STUDENT ORGANIZATIONS

The following list presents some current student organizations and their faculty advisors. If a student is interested in joining any of the activities sponsored by the organizations, he/she should ask the advisor for further information. List may be subject to change. Please check to see which current clubs are running.

Senior Class, Junior Class, Sophomore Class, Freshman Class, Art Club, Book Club, Band – Marching, Band – Summer Lessons, Color Guard, Sr. High Drama, FBLA, FFA, Gaming Club, National Honor Society, SADD, Sportsman's Club/Trap Team, Ski Club, Jr. High Student Council, Sr. High Student Council, Creative Writing Club, Yearbook and Spanish Club.

STUDY HALL PROCEDURES

1. Students should come prepared with books and assignments so productive use of the study hall period can be made.
2. Only one student at a time may leave the room for restroom privileges.
3. Locker passes will be granted only in special cases; therefore, come to the study hall prepared.
4. Study hall teachers will establish procedures regarding library passes. If you have research to complete, obtain a signed pass for this purpose from either the librarian or your subject teacher before attending study hall.
5. Remember that a study hall is a place to study. Please abide by the wishes of the study hall teacher regarding talking, student movement within the room and other general procedures.

TRESPASSING

A student is not permitted in any school building, other than the one that he/she regularly attends, without permission from the administrator in charge of the building. Should a student be found in a building without permission, the necessary authorities may be called and trespassing charges may be lodged against the student.

VANDALISM

1. Vandalism may result in detention, suspension, expulsion, and/or referral to law enforcement officers, depending on the degree of vandalism. The determination shall be made by the administration.
2. Students and parents will be held responsible for the financial costs resulting from marking, damaging, or losing or destroying school property.
    a. Lost or damaged library books and materials will be paid for at a prorated cost.
    b. Classroom textbooks lost or damaged will be paid for on prorated basis according to the condition issued. New, Good, Fair, Poor, e.g., if a book after one year changes condition from "New" to "Fair", the student will be charged 50%; a lost book will be paid for according to the rated condition.
    c. The cost of labor, replacement, or repair for other damaged or lost property will be paid by students and parents.
3. Any student caught vandalizing may be required to perform repair or maintenance work for the school.
4. Any organization that sponsors a school event (dances, etc.) is responsible for restitution unless the responsible individual or individuals are determined.

Senior Class Trip Policy

The Senior Class trip, which is funded through money raising events, is a privilege which represents the culmination of four years of student participation toward a common goal. To ensure eligibility for the trip, a senior must meet all graduation requirements by the end of the third marking period of their senior year.

In addition, seniors are required to participate in fundraising activities, which are designed to develop lasting friendships, an ability to work together, and create a sense of responsibility and concern for self and others.

1. **ACADEMIC ELIGIBILITY** – The district's priority is to see each student receive a solid education and a high school diploma; therefore, academic standing, attendance, and citizenship take precedence above all else. A senior shall be afforded the opportunity to participate in the senior trip only

A. During the school year in which he/she is classified as a senior at the end of the fall semester, which is normally the student's fourth year in high school. Students who do not graduate and return to school may only attend one senior trip.

B. If the student has met the necessary requirements of the state and local school district to graduate with an administrative evaluation occurring two weeks before the first day of the senior trip.

2. ATTENDANCE -- A student must have an attendance rate of 85% or higher.

A. Excused and unexcused absences count against student's attendance.

B. Dismissals resulting in three (3) or less hours of attendance will count as one half day absence.

3. BEHAVIORAL ELIGIBILITY – Credible citizenship is expected by a student throughout the school year. In addition to the behavioral policy of the school district the additional amendments below include, but are not limited to:

A. No more than two (2) cumulative, documented behavioral referrals for disrespect/ defiance of authority between September and May of student's senior year.

B. No more than one (1) day of out-of-school suspension between September and May of student's senior year.

C. No convictions of, pleading guilty to, or no contest to an illegal offense. Examples of these offenses include, but are not limited to, involvement with alcohol, drugs, drug paraphernalia, theft, or any act of violence.

4. **TRANSFER STUDENTS/ FOREIGN EXCHANGE STUDENTS** – Such students who are legitimately placed as members of the senior class during their senior year may attend the senior trip. Foreign exchange students shall be eligible if approved by their sponsoring agency. Foreign exchange students may have the option of the host parents participating as per regular work procedure. In the case of foreign exchange or transfer students, the minimum work requirements shall be 100% of all required work activities for the rest of the year. The points and fees prior to fundraising will be governed by the class advisers and administration.

5**. STUDENT WORK INCENTIVE PROCEDURES** – The Senior Trip is an earned privilege for the involved students. Money donations by parents are discouraged because they malign the philosophy of the trip that it is an "earned" privilege.

A. A student must earn fifty (50) % of the trip's expense on their own. No student will be allowed to pay cash for points in excess of fifty (50) % of the total valued needed to attend the trip.

B. There will be no limit in the number of points earned by both a student and their parents working together. Points earned will be equal to the hour commitment.

C. Any points left by a member of the class who transfers, or decides to not attend the trip, or has points in excess of the total needed to attend the trip, are pooled to the class to help defray overall trip expenses.

D. Points cannot be donated to one another; however, a recommendation can be made to and considered by the class advisors.

E. Class trips are financed through fundraising based on the following events: raffles, dances, dinners, winter sale, spring sale, silent auction, and maple festival. Additional fundraising events may be omitted or added from year to year.

F. The number of points required to attend senior trip will be announced by the senior class advisors each year depending on circumstances that impacts reservations and payments.

6. **ATTENDING THE SENIOR TRIP**

A. A student must declare their commitment to attend the trip. The date will be determined by the class advisors and announced to the students (typically late September or early October). A commitment form will be distributed and must be signed and returned to the senior class coordinator. Any change in commitment will not be accepted after January 1 of the same school year.

B. A student attending the senior trip must be present at a mandatory meeting scheduled by advisors and administration the week prior to trip departure. Failure to attend may result in dismissal from trip unless other arrangements have been made with administration.

C. Students attending the senior trip will have their luggage and personal belongings searched by class advisors, chaperones and a K-9 unit prior to departure.

D. A student must abide by the following rules of conduct throughout the course of the trip:

1. All school district policy and handbook rules apply for the duration of the trip.
2. Students should recognize the rights and comforts of others with respect to noise, language, and general conduct.
3. Recognition of authority of the chaperones and keeping them advised of your whereabouts at all times.
4. Student(s) who have a major disciplinary incident while on the trip will remain at hotel with a chaperon, or, depending on the severity, be sent home via plane at parent's own expense.

CLASS FUNDS/FUNDRAISING

The money collected by students in their capacity as a fundraiser for their class is the property of that class. All funds should be promptly turned over to the class treasurer or class advisor. These funds are not to be treated as "spending money" by the student as they are the property of their respective class (Freshman-Senior).

All class funds and or merchandise are to be turned over to the treasurer/advisor by the specified deadline so that each fundraising activity can be concluded. Students who do not meet this obligation will be subject to the following:

A. The senior class coordinator or class advisor will meet with the student regarding the owed money.

B. Parents will be notified in writing by the advisor regarding the owed money. A deadline will be specified for payment.

C. The student will be placed on the "stop list." This means that the student will not be allowed to participate in any further fundraising activities and will have all pass privileges, lunch charges, issuance of athletic uniforms, report cards, etc. suspended until the school/class has received the money owed.

D. When these efforts to collect owed money have failed, the senior class coordinator or class advisor will provide notification to the building principal who will then contact the parent/guardian and make necessary arrangements for collection of money owed to the class.

STUDENT PUBLICATIONS

Students shall enjoy the constitutional right of freedom of expression. They shall have the right to express their views in speech, writing, or through any other medium or form, limited solely by those restrictions imposed on all citizens generally and those specifically applicable to children and youth in a school setting.

The Board of Education encourages student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views and a means of communicating both within and beyond the school community.

All student publications will comply with the rules for responsible journalism. Libelous statements, unfounded charges and accusations, obscenity, false statements, materials advocating racial or religious prejudice, hatred, violence, the breaking of laws and school policies and/or regulations, or materials designed to disrupt the educational process will not be permitted. Expressions of personal opinion must be clearly identified as such, and bear the name of the author. Opportunity for the expression of opinions differing from those of the student publishers must be provided.

In addition, student newspapers and/or publications which are paid for by the school district and/or produced under the direction of a teacher as part of the school curriculum are not considered a public forum. In such cases, the Superintendent or Building Principal reserves the right to edit or delete such student speech that it feels is inconsistent with the district's basic educational mission.

DISTRIBUTION OF LITERATURE

Students have a right to distribute literature on school grounds and in school buildings provided such distribution does not interfere with or disrupt the educational process. No literature may be distributed unless a copy is submitted and approved in advance by the Superintendent of Schools and the Building Principal.

VISITORS AND GUESTS

All visitors to the junior-senior high school are required to report directly to the main office, sign in and receive permission and a visitor's pass in order to travel to other areas of the building. Appointments are necessary to see teachers or other school personnel. All visitors will be required to produce a driver's license or other form of picture ID (including name and birthdate) which will be scanned into RAPTOR, a background screening software.

Students are requested not to bring visitors to school during regular school hours. Permission may be granted under extraordinary circumstances by the Principal, if the visitation is requested in advance.

In the event a visitation is requested, the host student will be required to collect written permission from each of his/her teachers prior to consideration by the building principal.

STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (ACCEPTABLE USE POLICY) - *POLICY 7315*

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

Please be aware that school policies are periodically updated. For the most current and official information, we recommend referring to the District Board Documents available on the school website (www.marathonschools.org).

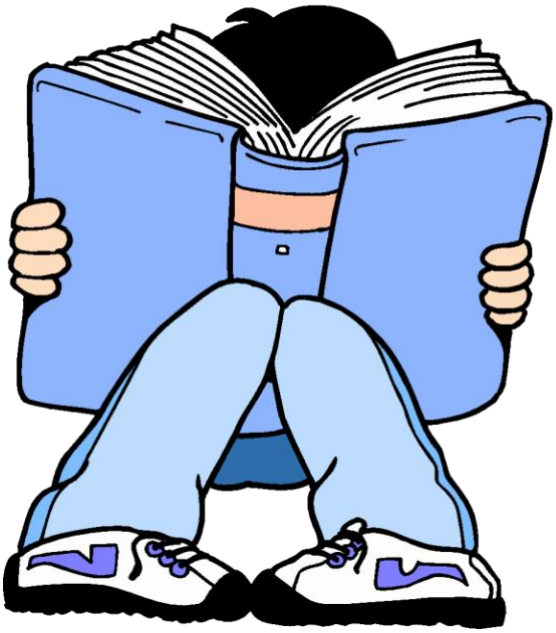
STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (ACCEPTABLE USE POLICY) - *REGULATION 7315*

Please be aware that school policies are periodically updated. For the most current and official information, we recommend referring to the District Board Documents available on the school website (www.marathonschools.org).

USE OF EMAIL IN THE SCHOOL DISTRICT – *Policy 6411*

Please be aware that school policies are periodically updated. For the most current and official information, we recommend referring to the District Board Documents available on the school website (www.marathonschools.org).

CODE OF CONDUCT 2026-2027



MARATHON CENTRAL SCHOOL DISTRICT

CODE OF CONDUCT

TABLE OF CONTENTS

I. Introduction 42

II. Definitions 42

III. Dignity for All Students Act……..…… 47

IV. Student Rights and Responsibilities 49

V. Essential Partners 50

VI. Student Dress Code 53

VII. Prohibited Student Conduct 55

VIII. Reporting Violations of the Code of Conduct 58

IX. Disciplinary Procedures and Penalties 60

X. Alternative Instruction 66

XI. Discipline of Students with Disabilities 66

XII. Corporal Punishment 69

XIII. Student Searches and Interrogations 69

XIV. Visitors to the Schools 71

XV. Public Conduct on School Property 71

XVI. Standards and Procedures to Assure the Security and Safety of Students and School Personnel …….. 73

XVII. Dissemination and Review 73

XVIII. Prohibition of Retaliation……..……. 74

I. INTRODUCTION

The Board of Education ("Board") is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents, and other visitors is essential to achieving this goal. The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. The District recognizes the need to clearly define these expectations for acceptable conduct on Marathon Central School District property, identify the possible consequences of unacceptable behavior, and to ensure that discipline when necessary, is administered promptly and fairly. To this end, the Board of Education adopts the Code of Conduct. Unless otherwise indicated, this Code applies to all students, school personnel, parents/guardians, and visitors when on Marathon Central School District property or when attending a Marathon Central School District function.

II. DEFINITIONS

For the purposes of this code, the following definitions apply.

"Abusive" means improper use or treatment.

"Act of Violence" means an infliction of evil, injury or damage.

"Assault" means intentional or reckless act causing impairment of physical condition or substantial pain.

"Criminal Harassment" means striking, shoving, or kicking another person or subjecting another person to unwanted physical contact with the intent to harass, annoy, or alarm another person.

"Custodial Interview" means an investigation by police authorities, as a suspect in the commission of a crime, after he/she has been detained by them, regarding the facts and circumstances of the crime, for the purposes of prosecution.

"Cyber bullying" means harassment/bullying, as defined below, through any form of electronic communication.

"Disability" means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment.

"Discrimination" means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status.

"Disruptive Student" – A student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

"Emotional harm" that takes place in the context of "harassment or bullying" means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

"Employee" means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title 9-B of Article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

"Gender" means a person's actual or perceived sex and includes a person's gender identity or expression. "Gender expression" is the manner in which a person represents or expresses gender to others, including but not limited to behavior, clothing, hairstyle, activities, voice or mannerisms. "Gender identity" is one's self-conception of their gender, whether or not such self-conception is different from that traditionally associated with the person's physiological sex or sex assigned at birth.

"Harassment" and/or "Bullying" means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that either (1) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition includes acts of harassment or bullying that occur:

a. on school property; and/or
b. at a school function; or
c. off-school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

For the purposes of this definition, the term "threats, intimidation or abuse" shall include verbal and non-verbal actions. For the purpose of this definition, "race" shall include traits historically associated with race, including but not limited to hair texture and protective hairstyles (including, but not limited to, such hairstyles as braids, locks, and twists).

Such conduct shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status.

"Harassment" may include, but is not limited to, threatening, stalking, or seeking to coerce or compel a person to do something; engaging in verbal or physical conduct that threatens another with

harm, including but not limited to intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practices, gender, sexual orientation, age or disability that substantially disrupts the educational process.

"Bullying" may include, but is not limited to, the use of aggression with the intention of hurting another person which results in pain and distress to the victim, as well as, emotional, physical, racist, sexual, homophobic, verbal, and cyber acts.

"Sexual Harassment" means harassment based on sex or sexual orientation, which consists of unwelcome sexual advances, request for sexual favors, sexually motivated physical conduct or other verbal or physical conduct of sexual nature.

"Hazing" is defined as any humiliating or dangerous activity expected of a student to join a group, regardless of their willingness to participate. Acts constituting hazing may range in severity from teasing or embarrassing a student to various forms of physical, emotional, and/or sexual abuse. Hazing behaviors include but are not limited to:

a) Humiliation: socially offensive, isolating, or uncooperative behaviors.
b) Substance Abuse: abuse of tobacco, alcohol, or illegal substances or drugs.
c) Other Dangerous Actions: hurtful, aggressive, destructive, and disruptive behaviors.

Hazing activities are demeaning and abusive behaviors that harm victims, are inconsistent with the educational goals of the District, and may constitute criminal conduct. Consequently, the hazing of students by other students or groups of students is strictly prohibited on school property, in school buildings, on school buses, by school sponsored groups, clubs or teams, and at school sponsored events and/or activities whether occurring on or off-campus. Hazing is prohibited regardless of the victim's apparent willingness to participate in the activity.

Hazing is a form of harassment and bullying, as those terms are defined under the Dignity for All Students Act, and may constitute discrimination. As such, the District's response to reports of hazing will be governed by applicable law, the District's Code of Conduct, and Policy #7550 and its implementing regulations. In the event allegations involve hazing based on a student's race, color, religion, national origin, sex, sexual orientation, or disability, the District may utilize the procedures set forth in Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District, and its implementing regulations.

"Illegal Substances" include, but are not limited to, alcohol, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, any substances commonly referred to as designer drugs or synthetic drugs, lookalikes (including synthetic cannabinoids), prescription drugs, over-the-counter drugs, vitamins, supplements (including herbal supplements) or any unidentifiable substance including but not limited to powders, pills, tablets, and capsules of any kind, when possession of such substance is unauthorized or such substance is inappropriately used/consumed or shared/exchanged with or distributed/sold to others, or any other product which, when misused, will result in an impaired or altered state; as well as any drug related paraphernalia. Illegal Substances also include but are not limited to substances that are found not to be an illegal substance but are claimed to be, or the student believes to be, an illegal substance. For example, a student possesses or sells oregano, which the student

claims to be marijuana; or a tablet which the student believes contains LSD, or a harmless pill which bears fake manufacturer's marking so as to falsely indicate that it is an illegal substance.

"Indecent" means grossly inappropriate or offensive to manners or morals.

"Insubordination" means not listening to authority; being disobedient.

"Investigatory Interview" an information seeking activity.

"Loitering" means to stand idly about; linger aimlessly.

"MCSD" means Marathon Central School District

"Marathon Central School District property" or "School Property" means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of the District's elementary or secondary school, or in or on a school bus, as defined in this Code. This property is not limited to physical structures, but also includes materials purchased or donated for the educational process.

"Material Incident of Harassment, Bullying and/or Discrimination" means a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function.

In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, and is the subject of a written or oral complaint to the superintendent, Building Principal, or their designee, or other school employee. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status.

"Parent" means the biological, adoptive or foster parent, guardian or person in parental relation to a student.

"Retaliation" means the actions of an employee, student, or visitor that mistreats any person because he/she has reported, testified about, or otherwise assisted in an investigation, proceeding or hearing concerning alleged harassment or bullying or a student disciplinary matter.

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

"School District Function" or "School Function" means any MCSD-sponsored co-curricular event or activity including school sponsored events and activities (including but not limited to practices) held off

School Property.

"School Resource Officer (SRO)" a law enforcement officer, with sworn authority, assigned by the employing police department to work at a school in collaboration with a school and community-based organizations.

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

"Suspension" means the disciplinary removal of a student from their regular educational program and activities pursuant to Education Law § 3214.

"Stealing" means unlawfully taking personal property of another.

"Threat of Violence" means an expression of intention to inflict emotional or physical injury or damage.

"Tardy" means late; not on time.

"Tobacco Products" means any tobacco-containing product in any form, vaping or other nicotine-containing devices and part of accessories to such devices, as well as matches, lighters and other related paraphernalia. This includes, but is not limited to, cigarettes, cigars, pipes, smokeless tobacco in any form (such as dip, snuff or chewing tobacco), herbal tobacco products, simulated tobacco products that imitate or mimic tobacco products, e-cigarettes, vapes, cloves, bidis and kreteks.

"Truancy" means absent from school without permission.

"Under the Influence": An individual shall be considered "Under the Influence" if he or she has consumed any quantity of an illegal substance or alcohol within a time period reasonably proximate to his/her presence on school property, on a school bus, in a school vehicle, or at a school-sponsored function and/or exhibits symptoms of such use as to lead to the reasonable conclusion of such consumption.

"Vandalism" means deliberate mischievous or malicious destruction or damage of property.

"Violence" means an unwarranted exertion of force or power.

"Violent Pupil" – A student under the age of 21 who:
- Commits an act of violence upon a school employee.
- Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function.
- Possesses a weapon while on school property or at a school function.
- Displays what appears to be a weapon while on school property or at a school function.
- Threatens to use a weapon while on school property or at a school function.
- Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.

- Knowingly and intentionally damages or destroys school district property.

"Weapon" means a firearm as defined in 18 USC § 921 for purposes of the Gun Free Schools Act. It also means, but is not limited to any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, ammunition, dagger, dirk, razor blade, stiletto, knife, switchblade knife, gravity knife, pocketknife, brass knuckles, sling shot, metal knuckle knife, box cutters, can sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used as a weapon. "Weapon" also includes any look alike, toy or fake weapon.

III. DIGNITY FOR ALL STUDENTS ACT

The intent of the amended Dignity for All Students Act (Dignity Act) is to provide all public school students with an environment free from harassment, bullying (including cyber bullying) and discrimination, as well as to foster civility in public schools. The Dignity Act focuses on the prevention of discriminatory behaviors, including harassment/bullying, through the promotion of educational measures meant to positively impact school culture and climate.

A.Prevention

The school setting provides an opportunity to teach children, and emphasize among staff, that cooperation with and respect for others is a key district value. Staff members and students will be proactive in the prevention of bullying. Our increased awareness, which will include identification of bullying warning signs, as part of district instruction and professional development, will be designed to not only decrease incidents of bullying but to help students build more supportive relationships with one another.

Curricular material that raises awareness and sensitivity to discrimination or harassment and civility in the relationships of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, sexes or gender expression or identities are included in the district's instructional program UPK-12.

In order to implement this program, the Board will designate at its annual organizational meeting a Dignity Act Coordinator ("DAC" or "DASA Coordinator"). The role of the DAC is to coordinate and enforce implementation of the Act. These individuals shall be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex and any other legally protected status.

The DACs shall be employed by the District and be licensed and/or certified by the Commissioner as a classroom teacher, school counselor, school psychologist, school nurse, school social worker, school administrator or supervisor or superintendent of schools.

The DACs for each building are:

NAME	Building	Email	School Phone
Patti Trabucco	District	trabuccop@marathonschools.org	607-849-1228
Jonathan Hillis	Appleby	hillisj@marathonschools.org	607-849-3282
Megan Tracy	JH/SH	tracym@marathonschools.org	607-849-3252

B. Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building.
Successful intervention may involve remediation. Remedial responses to bullying and harassment include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target. Remediation may be focused on the individual(s) involved in the bullying behavior or environmental approaches which pertain to the school or district as a whole.

Students may be referred for remedial action as the facts may warrant, including but not limited to any of the measures listed below:

a. peer support groups; corrective instruction or other relevant learning or service experience;
b. supportive intervention;
c. behavioral assessment or evaluation;
d. behavioral management plans, with benchmarks that are closely monitored; and/or
e. student counseling and parent conferences.

Beyond these individual-focused remedial responses, school-wide or environmental remediation may also be utilized. These strategies may include:

a. school and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
b. adoption of research-based prevention programs;
c. modification of schedules;
d. adjustment in hallway traffic and other student routes of travel;
e. targeted use of monitors;
f. staff professional development;
g. parent conferences;
h. involvement of parent-teacher organizations; and/or
i. peer support groups.

In addition, intervention will focus upon the safety of the target. Staff is expected, when aware of bullying, to either refer the student to designated resources for assistance, or to intervene.

C. Provisions for students who do not feel safe at school

The Board acknowledges that, notwithstanding actions taken by district staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of harassment including but not limited to bullying, should bring this to the attention of the building principal, the DASA Coordinator, or Title IX Compliance Officer. The building principal, DASA Coordinator, or Title IX Compliance Officer will work together to define and implement any needed action with other appropriate staff, the student and the student's parent.

The district recognizes the need to handle each case individually in order to create a safer environment for all students especially those that are targets of harassment or discrimination including but not limited to bullying. The student, parent/guardian, and school administration will collaborate to establish safety

provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

D. Training
The Board recognizes that in order to implement an effective harassment and discrimination, including bullying, prevention and intervention program, professional development is needed. The Superintendent, the DAC and the District Professional Development Committee will incorporate training to support this program in new teacher orientation and the annual professional development plan, as needed. Training opportunities will be provided for all staff, including but not limited to bus drivers, cafeteria and hall monitors and all staff who have contact with students.

IV. STUDENT RIGHTS AND RESPONSBILITIES

A. Student Rights
The district is committed to safeguarding the rights given to all students under state and federal law. In addition to those rights, all district students have the right to:
- A safe, healthy, orderly, and civil school environment.
- Take part in all district activities on an equal basis regardless of age, race, religion, color, national origin, sex, sexual orientation, or disability.
- Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty as in connection with the imposition of the penalty.
- Access school rules and, when necessary, receive an explanation of those rules from school personnel.
- Be free from discrimination, bullying and harassment on school property or school functions including but not limited to the educational program, activities, or admission policies of their school. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic origin, ethnic group, religion, religious practices, disability, sex, sexual orientation, gender (including gender identity and expression), or any other legally protected category.

B. Student Responsibilities
All district students have the responsibility to:
- Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
- Be familiar with and abide by all district policies, rules, and regulations dealing with student conduct.
- Attend school every day unless they are legally excused and be in class, on time, and be prepared to learn.
- Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
- React to direction given by teachers, administrators, and other school personnel in a respectful, positive manner.
- Work to develop mechanisms to control their anger.
- Ask questions when they do not understand.

- Seek help in solving problems that might lead to discipline.
- Dress appropriately for school and school functions.
- Accept responsibility for their actions.
- Conduct themselves as representatives of the district when participating in or attending school sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

V. ESSENTIAL PARTNERS

Parents/Guardians

All Parents/Guardians are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents/guardians and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time unless legally excused.
4. Insist their children be dressed and groomed in a manner consistent with the school dress code.
5. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
6. Know and abide by school rules and help their children to do the same.
7. Convey to their children a supportive attitude toward education and to the school community.
8. Build good relationships with school staff, other parents/guardians, and their children's friends.
9. Help their children deal effectively with peer pressure.
10. Inform school officials of changes in the home situation that may affect student conduct or performance.
11. Provide a place for study and assist in ensuring homework assignments are completed.
12. Contribute to the health and safety of all individuals in the school environment. To promptly report any threats, discussion or plans for harm directed toward any individuals or property to the appropriate school officials.

District Personnel (Teacher Aides and other school employees)

All personnel are expected to:

1. Recognize that education of the child(ren) is a joint responsibility of the parents/guardians and the school community.
2. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
3. Know school policies and rules, and abide by and enforce them in a fair and consistent manner.
4. Contribute to the health and safety of all individuals in the school environment. To promptly report any threats, discussion or plans for harm directed toward any individuals or property to the appropriate school officials.
5. Communicate regularly with students, teachers, parents, and other staff concerning student growth and development.
6. Regularly participate in staff development and other training to continually improve their skills. Confront issues of bullying, discrimination and harassment or any situation that threatens the

emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
8. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a school employee's attention to the building administrator and/or Dignity Act Coordinator in a timely manner.

Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach each and every day.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and abide by and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
   A. Course objectives and requirements
   - Marking / grading procedures
   - Assignment deadlines
   - Expectations for students
   - Classroom discipline plan
6. Communicate regularly with students, teachers, parents, and other staff concerning student growth and development.
7. Regularly participate in staff development and other training to continually improve their skills.
8. Confront issues of bullying, discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
9. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
10. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator in a timely manner.

Guidance Counselors

All guidance counselors are expected to:

1. Assist students in coping with peer pressure and/or emerging personal, social, and emotional problems.
2. Initiate teacher/student/counselor conferences, as necessary, as a way to resolve problems and assist with academic improvement.
3. Regularly review with students their educational progress and career plan/portfolio requirements.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Know school policies and rules, abide by and enforce them in a fair and consistent manner.
7. Communicate regularly with students, teachers, parents, and other staff concerning student

growth and development.
8. Regularly participate in staff development and other training to continually improve their skills.
9. Refer students and/or parents to appropriate human service agencies outside the school.
10. Confront issues of bullying, discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
11. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
12. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a counselor's attention to the building administrator and/or Dignity Act Coordinator in a timely manner.

Building Principals

All Building Principals are expected to:

1. Promote a safe, orderly, and stimulating school environment that supports active teaching and learning each and every day.
2. Ensure that students and staff have the opportunity to communicate freely with the Building Principal on areas of interest.
3. Evaluate all instructional programs on a regular basis.
4. Support development of and participation in all school sponsored activities above and beyond the academic classroom.
5. Be responsible for enforcing the code of conduct and ensuring that all issues are resolved promptly and fairly.
6. Know school policies and rules, abide by and enforce them in a fair and consistent manner.
7. Communicate regularly with students, teachers, parents, and other staff concerning student growth and development.
8. Regularly participate in staff development and other training to continually improve their skills.
9. Confront issues of bullying, discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
10. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
11. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a Building Principal's attention to the building administrator and/or Dignity Act Coordinator in a timely manner.

Superintendent

The Superintendent is expected to:

1. Promote a safe, orderly, and stimulating school environment that supports active teaching and learning each and every day.
2. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the Board of Education about educational developments and issues.
4. Work to create effective instructional programs that are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the code of conduct and ensuring that all issues

are resolved promptly and fairly.
6. Know school policies and rules, abide by and enforce them in a fair and consistent manner.
7. Communicate regularly with students, teachers, parents, and other staff concerning student growth and development.
8. Regularly participate in staff development and other training to continually improve their skills.
9. Confront issues of bullying, discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
10. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
11. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the Superintendent's attention to the building administrator and/or Dignity Act Coordinator in a timely manner.

Board of Education

The Board of Education is expected to:

1. Encourage collaboration between students, teachers, administrators, parent organizations, school safety personnel, and other district personnel to help develop a code of conduct that clearly defines expectations for the conduct of students, district personnel, and visitors on school property and at school functions.
2. Adopt and review at least once a year the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Regularly participate in appropriate staff development and other training to continually improve their skills.
4. Know school policies and rules, abide by and enforce them in a fair and consistent manner.
5. Confront issues of bullying, discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
6. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
7. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator in a timely manner.

VI. STUDENT DRESS CODE

The intent of the student dress code is to foster an environment that is sanitary, safe and conducive to teaching and student learning. It is also intended to provide guidance to prepare students for their role in the workplace and society. Every student needs to come to school prepared to learn and interact with adults and substantial numbers of other students. With this in mind, students need to give proper attention to personal cleanliness and to dress appropriately for the daily school environment, as well as all school sponsored events and functions. The teaching staff, administration, and all other school district personnel should exemplify and reinforce acceptable student dress and help the students develop an understanding of appropriate appearance in the school setting.

A. General Appearance

In general, a student's dress, grooming, and appearance (including, but not limited to, jewelry and other accessories, make-up, and nails) shall be safe, appropriate, and will not disrupt or interfere with the educational process. Student dress must:

1. Not endanger the health, safety, and welfare of self or others and not interfere with the educational process. Ensure that underwear and other undergarments are completely covered with outer clothing.
2. Garments that expose the midriff, lower abdominal area, gluteal area or chest are not permitted, and students may not wear clothing through which these areas of the body are visible. Shorts or skirts, whether stockings or leggings are also worn, must be appropriate in length. Appropriate length is defined as mid-thigh. Garments with holes or rips above the appropriate level are prohibited.
3. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
4. Not bear an expression, picture or insignia that is vulgar, obscene, or libelous or that denigrates any individual or group based upon race, sex, color, sexual orientation, religion, ancestry, or disability, or other protected class.
5. Not reference, promote or endorse the use of alcohol, tobacco products, cannabis products, or illegal substances or drugs and/or encourage other illegal or violent activities.
6. Not be comprised of any article or item that could be used as a weapon or that has no reasonable purpose in a school.
7. Not display words or pictures that are innuendos or have a "double meaning" that may be sexual or otherwise offensive in nature.
8. Not include the wearing of headgear, including but not limited to, hats, bandanas or hoods, or any other clothing item covering the head or face, except for a medical or religious purpose.
9. Ensure that all Physical Education clothes must fulfill the Dress Code requirements.

B. Hats, Coats & Backpacks

- Hats and coats are to be stored in student lockers. No hats or coats will be allowed in classrooms, hallways, the cafeteria, or any offices or other areas. This includes hoods and any other headgear, except for a medical or religious purpose.
- Backpacks are to be stored in student lockers.

C. Extracurricular Activities

It should be understood that students who participate in any extracurricular activities may be asked to meet a higher expectation regarding their dress. When in a position of representing the school district and the community as an "ambassador," these students have additional responsibility to meet guidelines for dress as prescribed by their advisor, coach, chaperones, or Building Principal.

Nothing in this Dress Code will be construed to limit the ability of students to wear clothing that allows them to express their gender identity, or to discipline students for doing so. In addition, nothing in this Dress Code will be construed to limit the ability of students to wear certain protective hairstyles (including but not limited to, braids, locks and twists) or to wear their hair in particular texture, or to discipline students for doing so.

Each Building Principal shall be responsible for informing all students and their parents of the student dress code at the beginning of the year and any revisions to the dress code made during the school year. Students who violate the dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, by replacing the item. Any student who refuses to do as instructed or who fails to comply shall be subject to discipline, including suspension from school.

VII. PROHIBITED STUDENT CONDUCT

The Board of Education expects students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel, and other members of the school community. The Board also expects proper regard for the care of school facilities and equipment.

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

The Board recognizes the need to make specific and clear its expectations for student conduct while on school property or engaged in a school function. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who violate these rules will be subject to the penalties listed in this Code.

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

A. Engage in conduct that is disorderly.

Examples of disorderly conduct include, but are not limited to:

1. Engaging in any willful act which disrupts the normal operation of the school community.
2. Running in hallways.
3. Making unreasonable noise.
4. Using abusive or lewd language or gestures, including racial or ethnic remarks, which are improper.
5. Obstructing vehicular or pedestrian traffic.
6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
7. Creating a hazardous or physically offensive condition by an act which serves no legitimate purpose.

B. Engage in conduct that is insubordinate.

Examples of insubordinate conduct include, but are not limited to:

1. Failing to comply with the lawful directions of teachers, school administrators, or other district personnel, or otherwise demonstrating disrespect.
2. Lateness to, missing from, or leaving school without permission.
3. Skipping detention or refusing to report to Time Out/In School Suspension.

4. Violating the Student Dress Code.

C. Engage in conduct that is disruptive.

Examples of disruptive conduct include, but not limited to:

1. Failing to comply with the lawful directions of teachers, school administrators, or other district personnel.
2. Presenting conduct or behavior that interferes with the educational process and/or disrupts student learning.
3. Engaging in bullying.

D. Engage in conduct that is violent.

Examples of violent conduct include, but not limited to:

1. Committing an act of violence (such as hitting, kicking, biting, punching, and scratching) upon a teacher, administrator, or other district personnel.
2. Committing an act of violence (such as hitting, kicking, biting, punching, and scratching) upon another student or any other person lawfully on school property.
3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function. Students that are required to bring tools on school property for BOCES or school district programing must check these tools in at the main office of the school building upon arrival. The District will provide a safe protected place to store these items during the school day until such items are needed or the student leaves the school building.
4. Acts of sexual harassment as defined in the district's sexual harassment policy.
5. Displays or possesses what appears to be a weapon or a fake weapon while on school property or at a school function This prohibition includes any toy or fake weapon or other object which can reasonably be mistaken as a weapon due to its color, shape, composition, and/or sound, and which is not used, or is attempted to be used by the student to threaten, intimidate, or cause bodily harm to another person.
6. Threatening to cause physical harm or to use any weapon.
7. Intentionally damaging or destroying the personal property of a teacher, administrator, other district personnel, or any person lawfully on school property, including graffiti or arson.
8. Intentionally damaging or destroying school property.
9. Possessing any other item that has no legitimate educational purpose and is intended to be used to bring harm to others or to destroy property.
10. Vandalism.

E. Engage in any conduct that endangers the safety, morals, health, or welfare of others.

Examples of such conduct include, but are not limited to:

1. Lying to school district personnel.
2. Stealing property of the district, students, staff or any other person lawfully on school property or attending a school function.
3. Intentionally damaging or removing district or personal property, or inappropriate use of district property while attending a school function.
4. Acts of harassment.
5. Selling, using, distributing, manufacturing or possessing obscene material.

6. Public displays of affection on school property or at any school district functions.
7. Gambling.
8. Possession or use of any tobacco products.
9. Possession of paraphernalia related to use of tobacco products, alcohol or other illegal substances.
10. Possessing, consuming, using, selling, manufacturing, sharing, distributing, or exchanging alcoholic beverages or Illegal Substances, or being under the influence of either.
11. Using, consuming, or possessing prescription or non-prescription medication, drugs, vitamins, supplements (including herbal supplements), or any unidentifiable substance including but not limited to powders, pills, tablets, and capsules of any kind not dispensed by the school nurse. Distributing, selling, sharing, exchanging, or manufacturing prescription or non-prescription medication, drugs, vitamins, supplements (including herbal supplements), or any unidentifiable substance including but not limited to powders, pills, tablets, and capsules of any kind.
11a. Purposely withholding information from a school investigation which results in the harm or potential harm of others.
12. Falsely reporting an incident.
13. Cyberbullying.
14. Bomb threat/false alarm including, but not limited to initiating a report or warning of fire, bomb, or catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
15. Violation of another student's civil rights, meaning any behavior that interferes with and/or disrupts the educational process in a way that violates the civil rights of another student.
16. Recording students and/or staff through audio or video, without the individual's permission, and/or distributing the recording.

F. Engage in misconduct while on a school bus.

Students should refer to Board of Education policy #7340. It is crucial for students to behave appropriately while riding on school district school vehicles, to ensure their safety and that of other passengers. School vehicle drivers are authorized to assign seats. All students are to stay in their seats while riding. Students are to conduct themselves on the school vehicle in a manner consistent with established standards for classroom behavior. Excessive noise, profane language, pushing, shoving, fighting, vandalism, littering, eating, drinking, and smoking are prohibited. Students are to keep all body parts and all objects inside the school vehicle. Students waiting for school vehicles when not on school property are expected to conduct themselves in accordance with the school district Code of Conduct.

G. Engage in any form of academic misconduct.

Examples of academic misconduct include but are not limited to:

1. Plagiarism
2. Cheating
3. Altering a grade or another student's record on paper or in electronic form
4. Copying homework
5. Forgery of any kind

H. Engage in conduct that is a violation of New York State Law.

Examples of such conduct include, but are not limited to:

1. Riding a bicycle, skateboard, scooter or rollerblades without a required helmet if under 14 years of age.

VIII. REPORTING VIOLATIONS OF THE CODE OF CONDUCT

Any student observing a student violating this Code of Conduct, possessing a weapon, alcohol, or illegal substance on school property or at a school function shall report this information immediately to a teacher, the Building Principal or the Superintendent. Any weapons, alcohol, or illegal substances found shall be confiscated immediately, followed by notification of the parent of the student involved and the appropriate disciplinary action taken, up to and including permanent suspension and referral for prosecution.

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

The Building Principal or his or her designee should immediately notify the appropriate local law enforcement agency of those code violations, and any other conduct that occurs on school property or at a school function or in travel to and from school, that is criminal in nature and substantially affects the physical, mental or emotional well-being of a student or the order, security or overall safety of the school, and, in the absence of extenuating circumstances, such notification should occur no later than the close of business the day the Building Principal or his or designee learns of the conduct. The notification should identify the persons involved in the conduct, the names of any victims and witnesses and an explanation of the conduct that may constitute a crime.

Minor offenses which involve conduct such as stealing, damaging property and physical violence that do not result in serious injuries are matters that may be handled by the administration without the assistance of law enforcement. Whenever criminal conduct occurs, school staff shall not discourage or prevent crime victims from filing a complaint with local law enforcement.

Whenever conduct involves drugs, assaults where there are serious injuries or inappropriate sexual acts, immediate notification to law enforcement by the building principal or his or her designee should be made.

Certain acts of misconduct which occur may require the exercise of reasonable judgment by staff in consultation with the Building Principal or superintendent in order to determine whether referral to law enforcement officials is appropriate, or whether the matter will be handled solely through the district's Code of Conduct and student discipline system.

A. Reporting Discrimination, Harassment and Bullying

The Building Principal is the school employee charged with receiving all reports of harassment, bullying and discrimination; however, students and parents may make an oral or written complaint of harassment, bullying or discrimination to any teacher, administrator or school employee. The district will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment and bullying; and will promptly take appropriate action to protect individuals from further discrimination, harassment and bullying. It is essential that any student who believes he/she has been subjected to discrimination, harassment, bullying or retaliatory behavior, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence, immediately report same to any staff member or administrator. The staff member/administrator to whom the report is made (or the staff member/administrator who witnesses or suspects bullying/cyber bullying behavior) shall document and take appropriate action to address the immediacy of the situation and shall promptly report in accordance with the following paragraphs.

Upon receipt of a complaint (even an anonymous complaint), or if a district official otherwise learns of any occurrence of possible conduct prohibited by this policy, the school employee shall promptly and orally notify the Building Principal no later than one school day after such school employee witnesses or receives the complaint or learns of such conduct. Such school employee shall also file a written report with the Building Principal no later than two school days after making such oral report.
After receipt of a complaint, the Building Principal shall lead or supervise a thorough investigation of the alleged harassing, bullying and/or retaliatory conduct. The Building Principal or the Building Principal's designee shall verify that such investigation is completed promptly and investigated in accordance with the terms of district policy. All complaints shall be treated as confidential and private to the extent possible within legal constraints.

Based upon the results of this investigation, if the district determines that a district official, employee, volunteer, vendor, visitor and/or student has violated the district's Code of Conduct or a material incident of harassment, bullying and/or discrimination has occurred, immediate corrective action will be taken as warranted, it will take prompt action reasonably calculated to end the violation, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and verify the safety of the student or students against whom such violation was directed.

As a general rule, responses to acts of harassment, bullying, and/or discrimination against students by students shall incorporate a progressive model of student discipline that includes measured, balanced and age-appropriate remedies and procedures that make appropriate use of prevention, education, intervention and discipline, and considers among other things, the nature and severity of the offending student's behavior(s), the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the student's behaviors had on the individual(s) who was physically injured and/or emotionally harmed. Responses shall be reasonably calculated to end the harassment, bullying, and/or discrimination, prevent recurrence, and eliminate the hostile environment.

In the event that the Building Principal is the alleged offender, the report will be directed to the Superintendent of Schools.

All complaints of alleged harassing, discriminatory, bullying and/or retaliatory conduct shall be:

1. promptly investigated in accordance with the terms of district policy;
2. forwarded to the school building's DAC for monitoring; and
3. treated as confidential and private to the extent possible within legal constraints. The Building Principal must notify promptly the Superintendent of Schools and the appropriate local law enforcement agency when he/she believes that any harassment, bullying or discrimination constitutes criminal conduct.

IX. DISCIPLINARY PROCEDURES AND PENALTIES

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- The student's age.
- The nature of the offense and the circumstances that led to the offense.
- The student's prior disciplinary record.
- The effectiveness of other forms of discipline.
- Information from parents, teachers, and/or others, as appropriate.
- Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. Additionally, a student's first offense in one category, coupled with multiple offenses in other categories may result in a harsher penalty than that of another student who does not have a similar violation history; however, the district reserves the right to impose any level of discipline, even for a first offense, as the facts may warrant.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

A. Penalties

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

1. Verbal warning (any member of the district staff).
2. Written referral (bus driver, hall and lunch monitors, supervisory personnel, teachers, Building Principal, Superintendent).

3. Written or verbal notification to parent (bus driver, hall and lunch monitors, supervisory personnel, teachers, Building Principal, Superintendent).
4. Temporary removal from the classroom through short-term, time-honored classroom management techniques such as "time out" in an elementary setting or in an administrator's office or by sending students briefly into the hallway (hall and lunch monitors, supervisory personnel, teachers, Building Principal, Superintendent).
5. Teacher removal from classroom pursuant to Education Law 3214.
6. Detention (teachers, Building Principal, Superintendent).
7. Suspension from transportation (Building Principal, Superintendent).
8. Suspension from athletic participation (Building Principal, Superintendent).
9. Suspension from social or extracurricular activities (Building Principal, Superintendent).
10. Suspension of other privileges (Building Principal, Superintendent).
11. In-school suspension (Building Principal, Superintendent).
12. Short-term (five days or less) suspension from school (Building Principal, Superintendent).
13. Long-term (more than five days) suspension from school (Superintendent).
14. Permanent suspension from school (Superintendent).

B. Procedures

Any bus driver, hall/lunch monitor, supervisory personnel, teacher, administrator, Superintendent, Board member, parent, or other person may report a violation of the Prohibited Student Conduct section of this document to the Building Principal or his/her designee. The school personnel authorized to impose the penalty will then make an investigation of the charges as deemed appropriate and may institute an informal or formal disciplinary proceeding. If appropriate, a referral to the Committee on Special Education, may be necessary.

The amount of due process a student is entitled to before a penalty is imposed will depend on the type of penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must let the student know what misconduct the student is alleged to have committed, and must investigate the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than a verbal warning, written referral, written or verbal notification to their parents or detention during school hours are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

After School Detention

Teachers, Building Principals, and the Superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention. Students unable to serve after school detention will receive appropriate alternative consequences, such as removal of privileges, lunch detention, in-school suspension, etc.

Suspension from Transportation
If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the Building Principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Building Principal or the Superintendent. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law section 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the Building Principal to discuss the conduct and the penalty invoked.

Suspension from Athletic Participation, Extra-curricular Activities, and Other Privileges
A student subjected to a suspension from athletic participation, extra-curricular activities, or other privileges is not entitled to a full hearing pursuant to Education Law section 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty invoked.

In-school Suspension & Time Out
The Board recognizes that the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes Building Principals and the Superintendent to place students who would otherwise be suspended from school as a result of a code of conduct violation in "in-school suspension." In-school suspension is the temporary assignment of students to another area of the school building designated for in-school suspension.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law section 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty invoked.

The concept of using "time out" as a disciplinary measure is more commonly used in an elementary setting. The primary distinction between time out and in-school suspension is that time out may be assigned for shorter periods of time.

Teacher Removal of Disruptive Students
The District has a long-standing set of expectations for school behavior, based upon the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity. These expectations apply to all members of the school community. A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Time-honored classroom management techniques

such as these do not constitute disciplinary removals for purposes of this Code. On occasion, a student's behavior may become more disruptive than a teacher can manage. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules. A classroom teacher may remove a student from class and send them to the office. A referral will be generated through SchoolTool and the student will be addressed in the Main Office.

Suspension from School

Suspension from school is a severe penalty. The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the Building Principals.

All staff members must immediately report and refer a student to the Building Principal or the Superintendent for a serious violation(s) of the code of conduct. All referrals shall be made in writing unless the conditions underlying the referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member.

The Superintendent or the Building Principal, when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

1.Short Term (five days or less) Suspension from School

When the Superintendent or Building Principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law section 3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice must also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which the suspension is proposed and shall inform the parent of the right to request an immediate informal conference with the Building Principal. Both the notice and the informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the Building Principal may establish.

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

After the conference, the Building Principal shall promptly advise the parents in writing of his or her decision.

2. Long Term (more than five days) Suspension from School

When the Superintendent or Building Principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her, and the right to present witnesses and other evidence on his or her behalf.

The Superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.

The decision of the Superintendent regarding the long-term suspension may be appealed to the Board of Education, which will make its decision based solely upon the record before it. All appeals to the Board must be in writing, specifying the reason for the appeal, and must be submitted to the district clerk within thirty (30) calendar days of the date of the Superintendent's decision.

There will be no personal appearances before the Board; the appeal will be considered solely in writing. The Board will not convene to consider and decide an appeal unless the full record of the appeal has been compiled and provided to the Board, and at least ten (10) business days remain before the next scheduled Board of Education meeting. If the written appeal is not received and the appeal record has not been compiled in full and provided to the Board at least ten (10) business days before the next scheduled Board meeting, then the appeal will not be considered and decided at that meeting. It will instead be considered at a later regularly scheduled Board meeting.

The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within thirty (30) days of the Board's decision.

3. Permanent Suspension

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

MINIMUM PERIODS OF SUSPENSION

1. Students Who Bring or Possess a Weapon on School Property

Any student, other than a student with a disability, in accordance with the Gun-Free Schools Act of 1994, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing

pursuant to Education Law section 3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

- The student's age.
- The student's grade in school.
- The student's prior disciplinary record.
- The Superintendent's belief the other forms of discipline may be more effective.
- Input from parents, teachers, and/or others.
- Other extenuating circumstances.

In the case of a student who is classified as possessing a disability under the Individuals with Disabilities Act and Part 200 of the Commissioner's Regulations, or as having a handicapping condition within the meaning of Section 504 of the Rehabilitation Act of 1973 and its accompanying regulations, the district shall follow the appropriate procedures in imposing any discipline under these procedures.

2. Students who commit violent acts other than bringing or possessing a weapon on school property
Any student that engages in conduct described as a "Violent Student" as defined herein, will be suspended for a minimum of five (5) days. If a suspension exceeds five (5) days, a Superintendent's Hearing will be required.

The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interfere with the teacher's authority over the classroom.
Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for a minimum period of one to five days. For purposes of this Code of Conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from a classroom by teacher(s) pursuant to Education Law 3214 (3-a) and the Code on four or more occasions during a semester.

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

Upon the 5th removal from class, other educational options may be considered. In addition, there may be an occasion when it will be appropriate to refer a disruptive student to a school counselor or psychologist who in turn may refer a student (and parent) to appropriate human services organizations outside the school.

REFERRALS

1.Human Services Agencies

When any student need is beyond the scope of the District's resources, a referral to appropriate human service agencies will be made. All administrators, faculty, pupil services personnel, and other support staff will be responsible for communicating the need for such referrals to the principal or their designee.

2. PINS Petitions

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

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

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

c. Violating of Penal Law §230.00. A single violation of §230.00 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

The Superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

The Superintendent is required to refer the following students to the County Attorney (or the county presentment agency if not the county attorney) for a juvenile delinquency proceeding before the Family Court:

- Any student under the age of 16 who is found to have brought a weapon to school, or
- Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law.

X. ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law section 3214, the district will take immediate steps to ensure the provision of continued educational programming and activities for such students, which shall include alternative educational programs appropriate to the individual student needs. Alternative instruction may be made available to any student over the compulsory attendance age who presents a sincere desire to complete his/her high school education.

XI. DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board of Education recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior.

The Board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them.

The Board is committed to ensuring that the procedures followed for suspending, removing, or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

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

A. Authorized Suspensions or Removals of Students with Disabilities

For the purposes of this section, the following definitions apply.

- A "suspension" means a suspension pursuant to Education Law section 3214.
- A "removal" means a removal for disciplinary reasons from the student's current educational placement other than suspension and/or a change in placement to an interim alternative educational setting (IAES) in accordance with Part 201 of the Regulations of the Commissioner of Education.

School personnel may order the suspension or removal of a student with a disability from his or her current placement as follows:

- The Board, the District Superintendent of Schools, or a Building Principal may order the placement of a student with a disability into an IAES, another setting, or suspension for a period not to exceed five consecutive days and not to exceed the amount of time a nondisabled student would be subject for the same behavior.
- The Superintendent may order the placement of a student with a disability into an IAES, another setting, or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under the above paragraph for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
- The Building Principal may order additional suspensions, not to exceed five days at any one time, provided that the cumulative days out of school do not constitute a change in placement. The Superintendent of Schools may order additional suspensions, not to exceed 10 days at a time, provided they do not create a change in placement and may order a suspension in excess of 10 consecutive school days if the CSE determines that the misbehavior is not a manifestation of the disability.
- The Superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency; or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or inflicts serious bodily injury upon another person while at school, on school premises or at a school function under the jurisdiction of a State or local educational agency.
    1. "Weapon" means a firearm as defined in 18 U.S.C. section 921 for purposes of the Gun Free Schools Act. It also means any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, box cutters, cane sword,

electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, material, or substance that can cause serious injury or death when used as a weapon.

2. "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

3. "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the controlled Substances Act or any other federal law

4. "Serious bodily injury" means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss of impairment of the function of a bodily member, organ or mental faculty.

- Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others. The District also may apply to a state or federal court to change a student's placement if the student is likely to injure self or others and the student's parents do not agree to a change in placement.

B. Change of Placement Rule

A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

- For more than 10 consecutive school days; or
- For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed, and the proximity of the suspensions or removals to one another.

School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs, or controlled substances.

C. Referral to Law Enforcement and Judicial Authorities

In accordance with the provisions of IDEA and its implementing regulations:

- The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
- The Superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

XII. CORPORAL PUNISHMENT

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

XIII. STUDENT SEARCHES AND INTERROGATIONS

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

In addition, the Board authorizes the Superintendent, the Building Principals, and other staff who are so directed by the Superintendent and/or the Building Principals to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result

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

Before searching the student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or to get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. Wherever practical, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks, and other School Storage Places

Board of Education Policy #7330 provides for the use of trained canines in searches.

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks, and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks, and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

LOCKERS

All lockers are the property of the Marathon Central School District and may be searched at any time without warning and without suspicion. Only a school issued lock may be placed on a locker. Students are to keep their assigned lockers LOCKED AND CLEAN. The school cannot assume responsibility for lost articles; therefore, do not leave valuables or money in the lockers. Appropriate action will be taken in cases of theft. Students should not give their locker combinations to other students.

B. Securing of Evidence

The Superintendent and/or Building Principal shall be responsible for the custody, control, and disposition of any illegal or dangerous item taken from a student. The Superintendent and/or the

Building Principal shall retain control of the items, unless the items are turned over to the police.

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

- A search or an arrest warrant.
- Probable cause to believe a crime was committed on school property or at a school function.

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

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

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

NOTE – All overnight school field trips may consist of a K-9 search of luggage and belongings prior to departure from school.

Child Protective Services Investigations
Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will provide data and assistance to local child protective services workers, or members of a multi-disciplinary team accompanying such workers, who are responding to allegations of suspected child abuse, and/or neglect, or custody investigations. Such data and assistance include access to records relevant to the investigation, as well as interviews with any child named as a victim in a report, or a sibling of that child, or a child residing in the home as the victim.

All requests by child protective services to interview a student on school property shall be made directly to the Superintendent or the Building Principal. Child protective service workers and any associated multi-disciplinary team members must comply with the District's procedures for visitors, provide identification and identify the child(ren) to be interviewed. The Principal or designee will decide if it is necessary and appropriate for a school staff member, including but not limited to an administrator, school nurse, counselor, or social worker to observe the interview either from inside or outside the interview room.

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

XIV. VISITORS TO THE SCHOOLS

To promote effective communication between the citizens of the community and the school system, the Board of Education encourages parents and other citizens to visit their schools periodically during the course of the school year.

The Board recognizes that many visitations that will occur are regularly scheduled events, e.g., parent-teacher organization meetings, public gatherings, registering of pupils, etc. There are also occasions when parents or guardians desire to visit their child's classroom at other than regularly scheduled times. When such visitations occur, they shall be made on the basis of a defined need and shall be made only with the approval of their child's teacher and the Building Principal. The Board views these visits as constructive; however, no such visit shall be permitted to interfere with the educational process.
Anyone who is not a regular staff member or student of the school district will be considered a "visitor." Persons who are not students or staff shall report immediately to the appropriate Building Principal's office upon entering school property. The Building Principal or his/her designee will either grant or deny permission to remain on school property. Before moving from the office to the designated location, visitors will be required to sign the visitor's register and be issued a visitor's identification badge, which must be prominently worn at all times while in the school or on school grounds. The visitor must return the identification badge to the Building Principal's office and sign out before leaving the building.

Student visitors from other schools, unless they have a specific reason and prior approval of the Building Principal, shall not be given permission to enter school buildings. New students accompanied by their parents are always welcome.

All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct. Visits to school buildings and grounds are to be in accordance with the Board regulations posted in conspicuous places. A violation of the visitation policy shall be prosecuted pursuant to New York State law.

XV. PUBLIC CONDUCT ON SCHOOL PROPERTY

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create this kind of an environment, it is necessary to regulate public conduct on school property and at school functions.
The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

A. Prohibited Conduct

No person, either alone or with others, shall:

• Enter any portion of the school premises or property without authorization or remain in any building or facility after it is normally closed.
• Refuse to comply with any lawful order of identifiable school district officials performing their duties.
• Possess or use firearms or other weapons including (but not limited to) air guns, pistols, rifles, shotguns, ammunition, explosives, box cutters, knives, gas canisters, pepper spray or other noxious spray in or on school property or at a school function, except in the case of law enforcement officers as specifically authorized by the school district.
• Use tobacco products on school property or at a school function.
• Intentionally injure any person or threaten to do so.
• Intentionally damage or remove district property.
• Disrupt the orderly conduct of classes, school programs, or other school activities.
• Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
• Intimidate, harass, or discriminate against any person on the basis of race, color, nationality, religion, age, sex, sexual orientation, or disability.
• Obstruct the free movement of any person in any place to which this code applies.
• Violate the traffic laws, parking regulations, or other restrictions on vehicles.
• Possess, consume, sell, distribute, or exchange alcoholic beverages, and/or controlled substances, or be under the influence of either on school property or at a school function.
• Loiter on or about school property.
• Gamble on school property or at school functions.
• Willfully incite others to commit any of the acts prohibited by this code.
• Violate any federal or state statute, local ordinance, or board policy while on school property or while at a school function.

B. Penalties

Persons who violate this code may be subject to any or all of (but not limited to) the following penalties:

• The person may be directed to correct the inappropriate action(s) or behavior.
• The person may be directed to leave school property. Refusal to abide by a direction to leave may further result in a charge of criminal trespass in the 3rd degree as per section 140.10 of the NYS Penal Code.
• The person may be denied future access to school property and/or school functions without prior written permission from the superintendent or his/her designee.
• The person may face civil or criminal legal action.
• If a district student, the person may be subject to penalties as indicated in this code of conduct.

C. Enforcement

The Superintendent shall be responsible for enforcing the conduct required by this code. The

Superintendent may designate other district staff that is authorized to take action consistent with the code.

When the Superintendent or his/her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the designated school official shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The school official shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the designated school official shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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

XVI. STANDARDS AND PROCEDURES TO ASSURE THE SECURITY AND SAFETY OF STUDENTS AND SCHOOL PERSONNEL

The District has established a District-level school safety plan, and a building-level emergency response plan for each District school building, which have been developed in accordance with applicable law and regulation to assure the security and safety of students and school personnel.

XVII. DISSEMINATION AND REVIEW

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

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

On an annual basis, the code of conduct will be publicized and explained to all students and distributed, in writing, to parents and guardians of students. A copy of the code will be filed in each school building, where it will be available for review by any individual.

The Board will provide in-service education programs for all District staff members for the effective implementation of this Code, to promote a safe and supportive school climate while discouraging, among

other things, harassment, bullying and discrimination against students by students and/or school

employees and to include safe and supportive school climate concepts in the curriculum and classroom management. In-service education programs shall also include training on the social patterns of harassment, bullying and discrimination, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex, the identification and mitigation of harassment, bullying and discrimination, and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. The Superintendent may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

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

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

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

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

XVIII. PROHIBITION OF RETALIATION

Any person having reasonable cause to suspect that a student has been subjected to discrimination or harassment by an employee or student, on school grounds or at a school function, who acting reasonably and in good faith, either reports such information to school officials, to the commissioner, or to law enforcement authorities or otherwise initiates, testifies, participates or assists in any formal or informal proceedings under this subdivision, shall have immunity from any civil liability that may arise from the making of such report or from initiating, testifying, participating or assisting in such formal or informal proceedings. Relatedly, neither the District, nor an employee or student thereof shall take, request or cause a retaliatory action against any such person who, acting reasonably and in good faith, either makes a report or initiates, testifies, participates or assists in such formal or informal proceedings.

ELIGIBILITY FOR PARTICIPATING IN EXTRA-CURRICULAR (INCLUDING ATHLETIC) ACTIVITIES

EXTRACURRICULAR ACTIVITIES CODE OF CONDUCT

The Board of Education, Administration, Staff, Parents and Students, governing the participation of students in the extracurricular activities, has established the following policy. The philosophy of the board is to provide a wide opportunity for participation in this important aspect of our instructional program. Along with participation, comes the requirement for all students to abide by these rules.

Definition: Extra-curricular is defined as an official school sponsored activity that is outside the prescribed curriculum.

Examples of extra-curricular activities include but are not limited to:
Clubs/organizations (examples include: Drama, FBLA, Student Council, Marching Band, etc.)
School sponsored athletic teams (any sport- fall, winter, spring, and at any level - modified, JV, and varsity)
Attendance at school related function after hours (examples include: sporting events, concerts, plays, etc.)
School dance (examples include: regular school dances and formal dances)

Participation in all extra-curricular activities is a privilege that demands responsibility. The purpose of the extra-curricular program is to promote educational attitudes and behaviors that will help students find success in life beyond school. Participants have a responsibility to model behaviors that display high academic standards, leadership, sportsmanship, cooperation and service in both the school and community.

Why have a code of conduct for JSHS extra-curricular activities?
Participation in all extra-curricular activities is a privilege that demands responsibility. The purpose of the extra-curricular code is to promote educational attitudes and behaviors that will help students find success in life beyond school.

What are the requirements of the code?
The code has three (3) components.
All three components weigh equally, and all three components must be achieved in order to earn eligibility for any extra-curricular activity.

Academics: Participants cannot be failing 2 or more courses at any 5-week segment (progress report or report card)

Attendance: Participants must be in school and on time the day of an activity AND be in school 90% of the time.

Citizenship: Participants need to consistently demonstrate respect to all faculty/staff, fellow students, and property. Discipline referrals for poor citizenship can impact participation.

What if one (or more) of the components to the code is <u>not</u> achieved?
If during any 5-week segment of the school year, a component(s) is not achieved, an administrator will notify the student about what component(s) was (were) not achieved. This student will be put on *probation* for the next 5-week segment.

The student on *probation* will be provided adequate time during the next consecutive 5-week segment to remedy the component(s) that was not achieved. Student needs to actively seek out help from their teachers.

Once a student has been notified by administration or guidance that he/she has not met the code and is on *probation*, then he/she will continue to remain eligible for participation in all extra-curricular activities for the current 5-week segment as long as he/she is actively working on improving what is needed to meet the code's components. If at the end of the current 5- week segment, a student has yet to meet the required three components, then he/she will become *ineligible* for participation in ***any*** extracurricular activities for the next 5-week segment. Any ineligible athlete may attend and participate in team practices. They may attend but not participate in home games. They may neither attend nor participate in away games. School assistance will always be provided to help encourage achieving the three required components to regain eligibility for extra-curricular activities. At the end of every 5-week segment, eligibility list, probation lists and ineligibility lists will be created.

Administration/Guidance will be in charge of notifying all students, parents, teachers, and advisers/coaches of code infractions, ineligibility, and eligibility for students.

Advisors and Coaches will be responsible for submitting accurate student rosters to the High School Main Office within one week from the start of their program. In addition, it is the advisers and coach's responsibility to keep the High School Main Office aware of additions and deletions to the student rosters throughout the remainder of the program term.

A. **Academic Standards:** Participants who are experiencing academic difficulty **MUST** receive academic assistance. The student, parent(s), coach, teacher(s), advisor(s) and guidance or counseling staff should all participate in assisting the student in overcoming his/her deficiencies in the appropriate subject areas. Non-compliance may result in appropriate disciplinary action, including suspension from the extracurricular activity, until the student has satisfied his/her academic responsibilities.

   In order to remain academically eligible to participate in extracurricular activities, the student will do the following:

   - Meet with the appropriate teacher(s) and make arrangements for extra help in the specific courses.
   - Develop a plan for making up missed work and bringing themselves current in their deficient courses

   It is the responsibility of the student, parent(s), coach, advisor(s), teachers, counselors and guidance personnel to see that this plan is developed and followed. Regular communication is essential between parties to insure success for the student.

      1. All courses that earn a grade for a student are included in this code of conduct.
      2. If you are <u>failing 2 courses</u> at any given 5-week segment you will automatically be placed on *probation list* for the next 5-week segment.
      3. If you are <u>failing 3 courses</u> at any given 5-week segment you will automatically be placed on *ineligible list* for the next 5-week segment.
      4. If a student is on probation he/she still will be eligible to participate in extra-curricular activities as long as that student is actively making arrangements with their teacher to make a plan to improve performance.
      5. If at the conclusion of the 5-week probation segment a student has been able to achieve the code's standards, then he/she will no longer be on probation.
      6. If at the conclusion of the 5-week probation segment a student has not been able to achieve the code's standards, the student will be ineligible until the standards are met.
      7. Appeal of Academic Ineligibility – An ineligible student may appeal their status 2 ½ weeks (halfway) into the 5-week time period by:
         a) Writing a letter to the principal, detailing what steps they have taken in each class to earn academic eligibility.
         b) Having the student's coach write a letter of endorsement to appeal the ineligible status.
         c) The principal will reach out to the student's teachers to see if they endorse the appeal.
         d) The principal has final determination of moving a student's status from ineligible to probation at the 2 ½ week mark

B. **Attendance Standards:** To participate in extracurricular activities **STUDENTS ARE TO BE IN SCHOOL BY THE BEGINNING OF THEIR FIRST PERIOD CLASS – at 8:05 a.m. for the Junior/Senior High School.** Students who are absent from school for a full day due to personal illness or who are illegally absent cannot participate that day in the extracurricular activity. (An illegal absence is any reason not acceptable to the State Education Department's guidelines listed in the BOE Attendance Policy # 5100 or in the student parent handbook under the topic of student attendance.) If a student has a legal excuse, i.e., a doctor or dentist appointment, sickness or death in the family, a religious observance, inclement weather, court appearance, etc., he/she should bring a note to the administration immediately upon returning to school so that permission to participate may be granted. Abuse of this aspect of the policy may result in the need for consultation between the parent, athlete and administration. If it is deemed necessary, the administration may impose restrictions upon the student for repeated abuse of the policy. If there is continued abuse or if extraordinary circumstances exist, the administration has the prerogative to decide whether or not the student participates. Student are to be in all classes, study halls, lunch or any other locations to which they are assigned through their academic schedule.

1. All educational research concludes that success in the classroom is linked with attendance; therefore, students will be held accountable for all *unexcused* absences.
2. To ensure that unexcused absences do not occur, please be certain that for every tardy to school or absence that a parent /guardian provides a signed written note providing the reason for the tardy or absence to the attendance office.
3. In order to be eligible to participate the day of an extra-curricular activity, a student must be on time and in school for the entire day. If extenuating circumstances apply, please explain the situation to an administrator ASAP.
4. Additionally, a student must maintain an attendance rate of at least 90% in order to maintain eligibility.
5. If the attendance rate drops below the 90% a student will be placed on probation for the next 5-week segment and an attendance success plan will be arranged with an administrator to help encourage improved attendance rates.
6. If a student is on probation, he/she still will be eligible to participate in all extra-curricular activities as long as he/she is working towards improving attendance.
7. If at the end of the 5-week probation segment attendance rates meet the code's standards, the student will be removed from the probation list.
8. If at the end of that 5-week probation segment attendance rates do not meet the code's standards, the student will be become ineligible for all extracurricular activities for the next 5-week segment
9. If by the end of the 5-week ineligible segment, the student improves his/her attendance to meet the code's standards, then he/she will be placed on probation for the next five-week segment. At the conclusion of the 5-week probation segment a student may become removed from this list or added to the ineligible list.

C. **Citizenship Standards:** No participant is to conduct him/herself in such a manner that results in an assignment to in-school suspension or being placed on out of school suspension. Students who are assigned to in-school suspension may not participate in extracurricular activities on the day of the in-school suspension. The coach/advisor at his/her discretion may require the student to attend all practices/events from which he or she has been suspended. In-school suspension effectively suspends student's participation on each day of assigned in-school suspension.

Student's whose behavior warrants being suspended out of school for one day or more will be suspended from their extracurricular activity during that time period.

1. Participation in any extra-curricular activity is a privilege earned by being a respectful citizen at Marathon Junior Senior High School. Participants are expected to be honest, to be lawful and to maintain high standards of conduct year round, both in school and out of school.
2. Students demonstrating disrespectful behavior during any 5-week segment will be considered for probation for the next 5-week segment and a citizenship success plan may be arranged with an administrator to help encourage strong citizenship.
3. Common infractions may include - but are not limited to - referrals, sent to the office, insubordination,

late to class without a pass, skipping class, fighting, not following school rules (such as dress code, appropriate language, and cell phone policies), etc.

4. If a student is on probation, he/she still will be eligible to participate in all extra-curricular activities as long as he/she is working to demonstrate improved citizenship.
5. If at the end of the 5-week probation segment a student has demonstrated improved citizenship, then he/she will be removed from the probation list.
6. If at the end of the 5-week probation segment a student has not demonstrated improved citizenship, then he/she will become ineligible to participate in any extra-curricular activities for the next 5-week segment.
7. If by the end of the 5-week ineligible segment the student has demonstrated improved citizenship to meet the code's standards, then he/she will be placed on probation for the next 5-week segment. At the conclusion of the 5-week probation segment a student may become removed from this list or added to the ineligible list.

D. **Substance Abuse: Alcohol, Tobacco & Illicit Drugs**

Participants in the extracurricular program are not to use, consume, possess, sell, or distribute, alcoholic beverages, tobacco in any form (including but not limited to cigarettes, chew, rub, etc.), or illegal drugs or drug-related paraphernalia. Participants in the extracurricular program are prohibited from using or possessing prescription or non-prescription medication, drugs, vitamins, supplements (including herbal supplements), or any unidentifiable substances including but not limited to powders, pills, tablets, and capsules of any kind not dispensed by the school nurse; Participants in the extracurricular program are prohibited from distributing or selling prescription or non-prescription medication, drugs, vitamins, supplements (including herbal supplements), or any unidentifiable substances including but not limited to powders, pills, tablets, and capsules of any kind.

The first violation of non-compliance with this regulation as related to using, consuming, possessing, selling, or distributing alcoholic beverages, tobacco, prescription or non-prescription medication, drugs, vitamins, supplements (including herbal supplements), or any unidentifiable substances including but not limited to powders, pills, tablets, and capsules of any kind will result in an immediate suspension from the next two athletic contests in the school year for athletes. For other extracurricular activities, the range of supervision will appropriately be determined by the administration. A second offense will result in immediate suspension from participation in all extracurricular programs for the remainder of the year.

The first violation of non-compliance with this regulation as related to using, consuming, possessing, selling, or distributing illegal drugs or drug-related paraphernalia will result in an immediate suspension from the athletic team for the remainder of the sports season. For other extracurricular activities, the range of supervision will appropriately be determined by the administration. A second offense will result in immediate suspension from participation in all extracurricular programs for the remainder of the year.

E. **Extracurricular Review Panel**

If in the opinion of the coach/advisor of a particular extracurricular participant, extenuating circumstances exist that should be considered in implementing this policy the coach/advisor in question may request that the Principal convene a Review Panel to evaluate the concerns at hand. This Review Panel will consist of the High School Principal, Athletic Director, and one other member of the district's extracurricular staff. The Superintendent of Schools will act as a member of the Review Panel in case of conflict of interest.

The review panel will have the authority to alter, but not to eliminate, prescribed penalties recorded herein. When doing so, the panel must be unanimous in their decision. (NOTE: This is a review for internal purposes only. Parents and students have due process review under the following provisions).

F. **Due Process Appeal**

Any student who is suspended from school may appeal that suspension through the due process.

Stage 1: Request an informal meeting with the High School Principal and the coach/advisor to discuss the matter and render a decision.

Stage 2: Formally request a meeting with the Superintendent of Schools to grieve the decision in Stage 1. The request must be in writing and must enumerate specific points upon which the aggrieved party bases his/her appeal.

The Superintendent of Schools is to respond as soon as possible, but no later than 10 days after receiving the written request.

Stage 3: Appeal the decision of the Superintendent of Schools to the Board of Education. This appeal must also be in writing, again recording specific points of contention on which the appeal is based.
Stage 4: Final appeal is made to the Commissioner of Education, State Education Department Albany, New York.

PLEASE NOTE: The Board of Education, administration, and staff want to be clear that the appeal process is designed to provide student the opportunity to have their situation reviewed at various levels. In all issues involving behavior, alcohol or drug abuse, the school district is expressly interested in developing responses to appeals that will assist the student and their parents in dealing with issues that not only effect their extracurricular participation, but also may result in more serious and harmful effects on the student. We look favorably upon appeals that offer a willingness on the behalf of the student to participate in programs that will deal with behaviors or abuses that endanger the very lives of our students.

Below is a listing of some of the programs that are seen as constructive activities that show the willingness to alter behaviors or habits that may result in students earning back the privilege to participate in extracurricular through the appeal process.

- Approved drug and alcohol counseling
- Regular individual counseling
- Behavior management plans
- Community service activities

These programs can be designed with the assistance of school staff or may be engaged in within the private sector. The individuals responsible for decisions at each stage of appeal may approve or disapprove of the plans. For those private sector plans proof of regular participation must be submitted to the High School Principal. Failure to fully participate in these programs will result in an immediate return to the original term of suspension.

The goal of our extracurricular is to provide our students with exceptional learning opportunity. These rules are established to provide consistency in dealing with the many facets of conducting such an expansive extracurricular offering. Many of the more common issues are enumerated above. This policy is not all encompassing but sets a direction for dealing with specific issues as well as providing a philosophical approach to concerns not listed.

STUDENT COUNCIL CONSTITUTION

We, the students of Marathon Central School, in order to spread the spirit of responsibility, leadership,

personal growth, good citizenship, cooperation and self-discipline; in order to foster movements for the school and community improvement; in order to achieve unity of effort in realizing the ideals of education and democracy to make available to the students throughout our school the ideas and information to help in achieving these objectives; unite in an organization to be known as the ***Junior and Senior High Student Council of Marathon Central School.***

Article I – Membership and Impeachment

Section 1: Any duly qualified member of the Junior or Senior High School of Marathon Central School may become a member of this organization.

Section 2: The council reserves the right to expel any representatives, alternates, or officers. Reason for impeachment will be as follows: lack of attendance by members or officers at two meetings throughout the year without a legal (medical, death in the family and school policy rules) or reasonable excuse. The Council reserves the right to review all absences.

a. In case of conflict, a meeting will count if the person remains for the first twenty minutes of the meeting.

b. The alternate must be contacted at least one day in advance by the representative.

Section 3: Replacement for an expelled homeroom representative will be an alternate. The Student Council will vote on the alternate to fill the vacated position. The replacement for the alternate will be chosen by an election by the class. If the alternate is expelled, then a replacement will be chosen by an election in that class. If both the representative and alternate are expelled, then new election will be held by that class to choose replacements.

Article II – Officers and Organization

Section 1: The officers of the Student Council shall consist of a President, Vice-President, Secretary, Treasurer, Assistant Secretary, Assistant Treasurer, and Sergeant-at-Arms.

Section 2: Faculty Advisor of the Student Council and an alternate may be any interested members of the school faculty. In case of no volunteers, the head of the Guidance Department is automatically the Faculty Advisor.

Section 3: All special duties shall be placed in the hands of the Student Council which shall consist of six representatives from each class of the Junior and Senior High School, a Faculty Advisor and the officers.

Article III – Organization of Elections – Officers

Section 1: Elections will be held each spring. The time table for elections will be established by the Student Council.

Section 2: Student Council election must precede all other school elections of the year.

Section 3: The election of officers will be based on parties but will allow for any independent parties. These parties will meet separately to set up platforms and plan campaigns. Each party will have a chairman.

Section 4: Eligibility for Officers

a. Qualifications for President

1. Must have been attendance at Marathon Central for at least one year.
2. Must be a full-fledged member of the upcoming Senior Class.

b. Vice-President

1. Must have been in attendance at Marathon Central for at least one year.
2. Must be a full-fledged member of the upcoming Junior or Senior class.

c. Secretary and Treasurer

1. Must have been in attendance at Marathon Central School for at least one year.

2. Must be a member of the upcoming Senior, Junior, Sophomore or Freshman class.

d. Anyone running for office must have a serious attitude toward the ideas of the Student Council and intend to perform all duties assigned to that office.

e. An officer of Student Council may not be an officer in any other school organization.

Section 5: Candidates are required to petition for office. Campaigns will take place in the week before the election.

Section 6: The candidates for party officers will give speeches at a general assembly. They must make their platforms known at this time. This is required of all parties.

Section 7: Officers will be elected by paper ballot. Each candidate must receive a majority to win. The runners-up for the positions of secretary and treasurer will be made assistants.

Section 8: Absentee ballots will be allowed. The person voting must follow this procedure: call school and tell a teacher or administrator who they are voting for. The person taking the votes must fill out a paper ballot for the person absent and make sure it is included in the collection of ballots.

Article IV – Meetings

Section 1: The meetings of Student Council are suggested to be held once every other week.

Section 2: Special meetings may be held upon the request of the President or upon petition of seven members.

Section 3: Meetings may be postponed or cancelled by the President or upon petition of seven members.

Section 4: Meetings will be governed in an orderly fashion. The Sergeant-at-Arms will be present at every meeting. This person will be elected at the first school year meeting and will have the authority to warn members, ask them to move, or ask them to leave if they are disruptive. A repeat offender may have their membership terminated.

Article V – Committees

The President may appoint, with the approval of Student Council, any committee to carry out the purpose of this organization. Officers may be on each committee.

Article VII – Amendment Procedures

If the Student Council feels it is necessary to amend the present constitution, they may do so by the following:

1. A committee for amendments shall be appointed by the Student Council.
2. New amendments must be approved by the Student Council with a majority vote.