

Whitesboro Middle School Handbook  
2009 - 2010 School Year

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## 1.1

### Section One - Schedules, Calendars, Class Lists

#### Bell Schedules

##### Whitesboro Middle School

**A copy of the Whitesboro Middle School Campus' Bell Schedule was provided for each staff member on the first day of school.**

Note: The late bus does not operate on Friday or on a day before a vacation.

Rev.8-12-02

## 1.2

### Whitesboro Central School

#### School Calendar

**2009-2010**

<b><u>Month</u></b>	<b><u>Date</u></b>	<b><u>Event</u></b>	<b><u>Number of Days</u></b>
<b>September</b>			17
Tuesday	1	Superintendent's Conference Day	
Wednesday	2	Superintendent's Conference Day	
Monday	7	Labor Day	
<b>October</b>			21
Monday	12	Columbus Day	
<b>November</b>			16
Tuesday	3	Superintendent's Conference Day	
Wednesday	11	Veteran's Day	
Wed. - Fri.	25-27	Thanksgiving Recess	
<b>December</b>			17

	24-31	Winter Recess	
<b>January</b>			19
Friday	1	New Year's Day	
Monday	18	Martin Luther King Day	
Tues.- Fri.	26-29	Regents Examinations	
<b>February</b>			15
Mon. – Fri.	15-19	Mid-Winter Recess	
<b>March</b>			23
<b>April</b>			16
Friday	2	Good Friday	
Mon. – Fri.	19-23	Spring Recess	
<b>May</b>			20
Monday	31	Memorial Day	
<b>June</b>			17
Tues. - Fri.	15-18	Regents Examinations	
Mon.- Wed.	21-23	Regents Examinations	
Thursday	24	Regents Rating Day	
Saturday	26	Graduation	
		<b>Total Number of Student Days</b>	<b>181</b>

Revised: 7/09

### 1.3

#### Whitesboro Central School District

67 Whitesboro Street

Yorkville, NY 13495

#### Payroll Schedule

#### Scheduled Due Dates for Paysheets - 2009-2010

<b><u>Dates To Be Included on Paysheet (HRLY or Extra Pay)</u></b>	<b><u>Scheduled Pay Date</u></b>	<b><u>**Must Be Received In Payroll Office By **</u></b>
June 12 - June 25	<b>July 3, 2009</b>	June 25
June 26 - July 9	<b>July 17</b>	July 9
July 10 - July 23	<b>July 31</b>	July 23
July 24 - August 6	<b>August 14</b>	August 6
August 7 - August 20	<b>August 28</b>	August 20
August 21 - September 3	<b>+September 11</b>	September 3
September 4 - September 17	<b>September 25</b>	September 17
September 18 - October 1	<b>October 9</b>	October 1
October 2 - October 15	<b>October 23</b>	October 15
October 16 – October 29	<b>November 6</b>	October 29
October 30 - November 12	<b>November 20</b>	November 12
November 13 - November 26	<b>December 4</b>	November 26
November 27 - December 10	<b>December 18</b>	December 10
December 11 - December 24	<b>December 31, 2009</b>	December 21 (Monday)
December 25 - January 7, 2010	<b>January 15, 2010</b>	January 7, 2010
January 8 - January 21	<b>January 29</b>	January 21
January 22 - February 4	<b>February 12</b>	February 4
February 5 - February 18	<b>February 26</b>	February 18
February 19 - March 4	<b>March 12</b>	March 4
March 5 - March 18	<b>March 26</b>	March 18
March 19 - April 1	<b>April 9</b>	April 1
April 2 - April 15	<b>April 23</b>	April 15
April 16 - April 29	<b>May 7</b>	April 29
April 30 - May 13	<b>May 21</b>	May 13
May 14 - May 27	<b>June 4</b>	May 27
May 28 - June 10	<b>- June 18</b>	June 10
	<b>** June 25**</b>	
June 11 – June 24	<b>July 2</b>	June 24

**NOTE: -12 Month Salaried Employees = 26 Paychecks from 7/03/09 to 6/18/10  
+10 Month Salaried Employees = 21½ Paychecks from 9/11/09 to 6/25/10**

**\*Health Ins/Dental Ins/Flex/Union/NYSUT = 20 Paychecks from 9/11/09 to 6/18/10 (no deduction on 12/31/09)**

**\*Tax S. Annuity = 10 mo. employees 20 pays (no deduction on 12/31/09)  
12 mo. employees 24 pays (no ded. on 7/31/09 and 12/31/09)**

**\* Anything received by the payroll office after the date stated will not be processed until the next pay date.**

**\*Graduate Hours due August 7, 2009 = to be paid start of school year or  
due October 31, 2009 = to be paid by 2<sup>nd</sup> pay in November 2009**

**\*\*June 26 is ½ Pay for all Salaried Teaching Personnel\*\***

Revised: 07/09

## **1.4**

### **Faculty Meeting Schedule**

#### **Schedule of Faculty Meetings**

**2009/2010**

All faculty are required to attend unless specifically excused by the Building Principal.

Faculty Meetings will be held in the library unless otherwise noted and begin promptly at 2:20 p.m. They will typically last approximately 1 hour. Please plan accordingly.

September 1 (Opening Day) – Parkway Gym

September 14 – 2:45 MS Cafeteria

October 5

November 2

December 7

January 4

February 1

March 1

April 5

May 3

June 7

June 24 - 10:30 AM

Revised: 07/09

## **1.5**

### **Master Schedule**

Due to size and format the Master Schedule could not be placed on the web site. Please use the paper copies supplied by the Main Office.

## 2.1

### SECTION TWO - PERSONNEL POLICIES

#### ARRIVAL AND DEPARTURE OF TEACHERS, TEACHERS' ABSENCE, PARKING

ARRIVAL AND DEPARTURE OF TEACHERS: Teachers are due in the building by 8:00 AM and be ready to receive students in their supervised classroom. The checking of mailboxes and other similar duties should be done prior to this period. Corridor supervisors will report as per instructions under Section 7. After school time should be allowed for student conferences, extra help, and so forth during the activity period, 2:45-3:30 PM. At other times, teachers may leave after the last bus departs.

TEACHERS' ABSENCE: Whenever a teacher is to be absent, he/she should report their absence and reason code via the BOCES sub service. A specific reason for the absence must be given. This will assist in retaining or obtaining substitute teachers. Every teacher who has been absent must sign the Daily Employee Absentee Work Sheet upon returning to school.

GENERAL OFFICE: Office hours are from 7:30 AM to 3:30 PM. Teachers who have business to conduct in the office in the afternoon should do so in advance of closing time.

FACULTY PARKING: All faculty/staff will park in the areas around the building. Staff members should refrain from parking in the alcove behind the MS nurse's office. Those faculty members wishing to park in a handicap spot should have a DMV handicap tag for their mirror, as well as a faculty tag.

Revised 8/09

## 2.2

### SECTION TWO - PERSONNEL POLICIES

USE OF TELEPHONE: While school telephones may be used by Faculty members, judgment should be exercised on the extent of their use for personal matters since the lines are then not available for business use. Long-distance calls should be logged in on the long-distance log sheet located in the Main Office. Except for emergencies, teachers will not be called from classes to answer telephone calls or to see visitors.

**TEACHER MESSAGE SYSTEM:** To begin the school year, please check your greeting to be sure that it is still functioning correctly and is appropriate. Please check your messages on a daily basis. New staff or staffs who are assigned new rooms will be issued new numbers. Please check with the Main Office secretary on these and with the procedure for inputting your greeting and checking your messages. To call one of the offices from your classroom phone, just dial the four-digit extension number of that particular office, i.e. MS Main office – 2510. A new telephone directory has been distributed to you in your opening day packet.

**CONFERENCE ROOM:** The Middle School Building has one conference room that may be signed out for meeting purposes. Those wishing to sign the room out may do so by contacting the MS Main Office.

**SCHOOL KEYS:** Teachers will be assigned room keys, and a card key for main entry into the building for which they are responsible, at the beginning of the year. Keys will be returned at the end of the year unless special permission is granted otherwise. Keys should be handled with caution and not given to students. Their loss or misuse involves much more than the keys. **Do not leave keys on your desk!** Please report the loss of any keys to the Main Office immediately.

**MAILBOXES:** Teachers have been assigned individual mailboxes which they should check in the morning, during their lunch periods, and before leaving for the day. Mailboxes should be kept as clean as possible and not used as a storage box. **Students should not be allowed to pick up items from a teacher's mailbox.** (Typical mail may include confidential student related materials and paychecks.)

**FOOD AND BEVERAGES IN INSTRUCTIONAL AREAS:** Faculty are requested to please refrain from eating or drinking in classrooms during periods of instruction. Faculty rooms and the faculty cafeteria are available for this purpose. Refrigerators, coffee pots, microwaves are not permitted in classrooms. There is a refrigerator, coffee pot and microwave in each faculty room intended for the general use of the faculty/staff.

Revised 8/09

## 2.2a

### Telephone Directory

NAME	GRADE	DEPARTMENT	TEAM	ROOM	EXT.	E-MAIL
Andrews, Mary Sue	6	Math	6A	30	5030	<a href="mailto:mandre@wboro.org">mandre@wboro.org</a>
Beck, Jane	7/8	Music		140	5140	<a href="mailto:jbeck@wboro.org">jbeck@wboro.org</a>
Blais, Elaine	7/8	Teaching Assistant	70/80	221	5221	<a href="mailto:elblais@wboro.org">elblais@wboro.org</a>
Bogar, Amanda	7	Math	7A	113	5113	<a href="mailto:abogar@wboro.org">abogar@wboro.org</a>
Bronson, Valerie	6/7/8	Reading		32/207	5032	<a href="mailto:vbrons@wboro.org">vbrons@wboro.org</a>
Bryant, Rita	7/8	Option II	70/80	215	5215	<a href="mailto:rbryan@wboro.org">rbryan@wboro.org</a>
Buckley, Elaine	8	LOTE	8ABC	229	5229	<a href="mailto:ebuckl@wboro.org">ebuckl@wboro.org</a>

Burdick, Bonnie	7/8	Teaching Assistant-ISS		232	5232	<a href="mailto:bburdi@wboro.org">bburdi@wboro.org</a>
Burns, Robert	6	English	6B	29	5029	<a href="mailto:rburns@wboro.org">rburns@wboro.org</a>
Bustos, Erin	8	Math	8A	115	5115	<a href="mailto:ebusto@wboro.org">ebusto@wboro.org</a>
Butka, Barbara	8	Science	8C	101	5101	<a href="mailto:bbutka@wboro.org">bbutka@wboro.org</a>
Campbell, Joann		Social Worker		130	3190	<a href="mailto:jcampb@wboro.org">jcampb@wboro.org</a>
Capecelatro, Ann	7	Home & Careers	7ABC	212	5212	<a href="mailto:acapec@wboro.org">acapec@wboro.org</a>
Carpenter, Travis	6/7/8	Music		134	3133	<a href="mailto:tcarpe@wboro.org">tcarpe@wboro.org</a>
Casler, Shawn	7/8	Technology		143	5145	<a href="mailto:scasle@wboro.org">scasle@wboro.org</a>
Clark Matthew	6	Health	6ABC	9	5009	<a href="mailto:mclark@wboro.org">mclark@wboro.org</a>
Clark, Nancy	7/8	Teacher of the Deaf		125	5125	<a href="mailto:nclark@wboro.org">nclark@wboro.org</a>
Contino, Ann	6/7/8	Music		134	5025	<a href="mailto:aconti@wboro.org">aconti@wboro.org</a>
Day, Michael	7/8	LOTE		142	5142	<a href="mailto:mday@wboro.org">mday@wboro.org</a>
Dean, Karen	7	LOTE		7ABC	5240	<a href="mailto:kdean@wboro.org">kdean@wboro.org</a>
DeCicco, Dawn	7	English	7C	211	5211	<a href="mailto:ddecic@wboro.org">ddecic@wboro.org</a>
DeFazio, Tara	6	Science	6C	2	5002	<a href="mailto:tdefaz@wboro.org">tdefaz@wboro.org</a>
DiGiorgio, Thomas	6/7/8	Physical Education		129	5034	<a href="mailto:tdigio@wboro.org">tdigio@wboro.org</a>
Draper, William	8	LOTE	8ABC	228	5228	<a href="mailto:wdrape@wboro.org">wdrape@wboro.org</a>
Dreimiller, Carol	7	English	7B	206	5206	<a href="mailto:cdreim@wboro.org">cdreim@wboro.org</a>
Durso, Diana	6	Social Worker		4	2570	<a href="mailto:ddurso@wboro.org">ddurso@wboro.org</a>
Emmerich, Melissa	7	English	7A	213	5213	<a href="mailto:memmer@wboro.org">memmer@wboro.org</a>
Furner, Ann	8	Resource	8A/8B	220	5220	<a href="mailto:afurne@wboro.org">afurne@wboro.org</a>
Gerace, Nicholas	8	Math	8ABC	202	5244	<a href="mailto:ngerac@wboro.org">ngerac@wboro.org</a>
Goodenow, Patrick	7	Math	7B	105	5105	<a href="mailto:pgood@wboro.org">pgood@wboro.org</a>
Haggas, Jeremy	8	Science	8A	138	5138	<a href="mailto:jhagga@wboro.org">jhagga@wboro.org</a>
Heinlein, Susan	6	Teaching Assistant		3A	5000	<a href="mailto:sheinl@wboro.org">sheinl@wboro.org</a>
Hernandez, Jorge	7	LOTE	7ABC	122	5122	<a href="mailto:jherna@wboro.org">jherna@wboro.org</a>
Hinman, Patricia	8	Home & Careers	8ABC	214	5214	<a href="mailto:phinma@wboro.org">phinma@wboro.org</a>
Hoffman, Denise	6	Lib. Media Specialist	6A	LIBRARY	2569	<a href="mailto:dhoffm@wboro.org">dhoffm@wboro.org</a>
Jaroszk, Kenneth	7	Math	7ABC	202	5202	<a href="mailto:kjaros@wboro.org">kjaros@wboro.org</a>
Jenkins, Renee	6	Guidance	6		3165	<a href="mailto:rjenki@wboro.org">rjenki@wboro.org</a>
King, Michael	8	Social Studies	8B	201	5201	<a href="mailto:mking@wboro.org">mking@wboro.org</a>
Kuhn, Bridget	8	Guidance	7ABC	114	3113	<a href="mailto:bkuhn@wboro.org">bkuhn@wboro.org</a>
LaBonte, Michelle	6	Social Worker			5098	<a href="mailto:mlabon@wboro.org">mlabon@wboro.org</a>
<b>NAME</b>	<b>GRADE</b>	<b>DEPARTMENT</b>	<b>TEAM</b>	<b>ROOM</b>	<b>EXT.</b>	<b>E-MAIL</b>
LaFayette, Stacey	6	Social Studies	6B	15	5015	<a href="mailto:slafay@wboro.org">slafay@wboro.org</a>
LaScala, Dawn	6	English	6C	8	5008	<a href="mailto:dlasca@wboro.org">dlasca@wboro.org</a>
Loftus, Peter	6	Resource	6B	11	5011	<a href="mailto:ploftu@wboro.org">ploftu@wboro.org</a>
Loiacono, Cathy	7	Guidance	8ABC	114	2515	<a href="mailto:cloiac@wboro.org">cloiac@wboro.org</a>
Lonczak, Peggy	6	Science	6B	7	5007	<a href="mailto:ploncz@wboro.org">ploncz@wboro.org</a>
Loveric, Christine	8	Science	8B	108	5108	<a href="mailto:clover@wboro.org">clover@wboro.org</a>
Maggiolino, Dawn	7/8	Speech		125	5125	<a href="mailto:dmaggi@wboro.org">dmaggi@wboro.org</a>
Maher, Jacqueline	7/8	Teaching Assistant	70/80	215	5215	<a href="mailto:jmaher@wboro.org">jmaher@wboro.org</a>
Maina, Mark		ESL				<a href="mailto:mmaina@wboro.org">mmaina@wboro.org</a>
Marscher, James	8	Social Studies	8A	209	5209	<a href="mailto:jmarsc@wboro.org">jmarsc@wboro.org</a>
Marscher, Kim	7/8	Music		128	5128	<a href="mailto:kmarsc@wboro.org">kmarsc@wboro.org</a>
Mattison, Linda	7	Science	7C	102	5102	<a href="mailto:lmatti@wboro.org">lmatti@wboro.org</a>
Maxwell, Laurie	6	Social Studies	6A	17	5017	<a href="mailto:lmaxwe@wboro.org">lmaxwe@wboro.org</a>
McClallen, Deborah	7/8	Option II	70/80	221	5221	<a href="mailto:dmccla@wboro.org">dmccla@wboro.org</a>
Mulvihill, Cathleen	7	Resource	7A/7C	219	5219	<a href="mailto:cmulvi@wboro.org">cmulvi@wboro.org</a>

Mursch-Paoelli, Kim	8	English	8A	210	5210	<a href="mailto:kmurasc@wboro.org">kmurasc@wboro.org</a>
Nichols, Terri	7/8	Reading		202	5202	<a href="mailto:tnicho@wboro.org">tnicho@wboro.org</a>
Nobis, Chantelle	6	Music	6C	31	5031	<a href="mailto:cnobis@wboro.org">cnobis@wboro.org</a>
Noti, Frank	6	Math Strat./Writing	6A	5	5005	<a href="mailto:fnoti@wboro.org">fnoti@wboro.org</a>
O'Neil, Christopher	7/8	Music		134	5133	<a href="mailto:coneil2@wboro.org">coneil2@wboro.org</a>
O'Neil, Michele	6/7/8	Art		3/137	5003	<a href="mailto:moneil@wboro.org">moneil@wboro.org</a>
Pettinelli, Patricia	7/8	Psychologist	PKWY	P4	5040	<a href="mailto:tpetti@wboro.org">tpetti@wboro.org</a>
Potter, Tracey	7	English	7B	223	5223	<a href="mailto:tpotte@wboro.org">tpotte@wboro.org</a>
Poznoski, Beverly	6	Social Studies	6C	10	5010	<a href="mailto:bpozno@wboro.org">bpozno@wboro.org</a>
Ray, Breena	7/8	Music		140	5243	<a href="mailto:bray@wboro.org">bray@wboro.org</a>
Reader, Patrick	7	Math	7C	103	5103	<a href="mailto:preade@wboro.org">preade@wboro.org</a>
Ryan, Cindy	7	Social Studies	7A	204	5204	<a href="mailto:cryan2@wboro.org">cryan2@wboro.org</a>
Scott, Todd	6	Science	6A	1	5001	<a href="mailto:tscott@wboro.org">tscott@wboro.org</a>
Smith, Rebecca	8	English	8B	205	5205	<a href="mailto:rsmith@wboro.org">rsmith@wboro.org</a>
Smith, Valerie	6	Option II		3A	5000	<a href="mailto:vsmith@wboro.org">vsmith@wboro.org</a>
Starke, Patrick	8	Social Studies	8C	222	5222	<a href="mailto:pstark@wboro.org">pstark@wboro.org</a>
Stovall, Jessica	6	Math	6B	27	5027	<a href="mailto:jstova@wboro.org">jstova@wboro.org</a>
Tinkler, Gary	8	Math	8B	107	5107	<a href="mailto:gtinkl@wboro.org">gtinkl@wboro.org</a>
Tompkins, Deborah	6	English	6A	13	5013	<a href="mailto:dtompk@wboro.org">dtompk@wboro.org</a>
Traglia, Frank	8	Technology	8ABC	143	5143	<a href="mailto:ftragl@wboro.org">ftragl@wboro.org</a>
Trendowski, Amy	7	Science	7B	104	5104	<a href="mailto:atrend@wboro.org">atrend@wboro.org</a>
Urtz, Scott	7/8	Physical Education		129	5129	<a href="mailto:surtz@wboro.org">surtz@wboro.org</a>
Venezio, Julie	7	Social Studies	7B	203	5203	<a href="mailto:jvenez@wboro.org">jvenez@wboro.org</a>
Wadnola, Dana	7	Science	7A	106	5106	<a href="mailto:dwadna@wboro.org">dwadna@wboro.org</a>
<b>NAME</b>	<b>GRADE</b>	<b>DEPARTMENT</b>	<b>TEAM</b>	<b>ROOM</b>	<b>EXT.</b>	<b>E-MAIL</b>
Wells, Alicea	7/8	Home & Careers		214	5214	<a href="mailto:awells@wboro.org">awells@wboro.org</a>
Wells, Lisa	7/8	Physical Education		123	5123	<a href="mailto:lwells@wboro.org">lwells@wboro.org</a>
Wielt, Jennifer	7/8	Library		225	2527	<a href="mailto:jwielt@wboro.org">jwielt@wboro.org</a>
Williams, Albert	7	Technology	7ABC	145	5145	<a href="mailto:awilli@wboro.org">awilli@wboro.org</a>
Williams, SueEllen	7/8	Art		137	5137	<a href="mailto:swilli@wboro.org">swilli@wboro.org</a>
Wuest, Jacqueline	6/7/8	Physical Education		123	5033	<a href="mailto:jwuest@wboro.org">jwuest@wboro.org</a>
Young, Jennifer	8	Math	8C	136	5136	<a href="mailto:jyoung@wboro.org">jyoung@wboro.org</a>
Yount, Patricia	6	Math Strategies/Writing	6C	6	5006	<a href="mailto:pyount@wboro.org">pyount@wboro.org</a>
Zyskowski, Jennifer	7	Social Studies	7C	208	5208	<a href="mailto:jzysko@wboro.org">jzysko@wboro.org</a>

<b>NAME</b>	<b>GRADE</b>	<b>DEPARTMENT</b>	<b>TEAM</b>	<b>ROOM</b>	<b>EXT.</b>	<b>E-MAIL</b>
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**NURSE**

Kleaka, Christine	7/8	Health Office		135	2514	<a href="mailto:ckleak@wboro.org">ckleak@wboro.org</a>
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Scharbach, Sharon	6	Health Office		3164	<a href="mailto:sschar@wboro.org">sschar@wboro.org</a>
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**COMPUTER  
TECH.  
ASSISTANT**

Ambridge, Bonnie	7/8	Computer Lab	226	2527	<a href="mailto:bambri@wboro.org">bambri@wboro.org</a>
Sabonis, Mary	6	Computer Lab	12	5012	<a href="mailto:msabon@wboro.org">msabon@wboro.org</a>

**SECRETARIES**

		Attendance Office	119	2517	
Davies, Donna	6	Main Office		3176	<a href="mailto:ddavie@wboro.org">ddavie@wboro.org</a>
Sullivan, Nancy	7/8	Main Office	116	2510	<a href="mailto:nsulli@wboro.org">nsulli@wboro.org</a>
VanEtten, Lauri	7/8	Guidance Office	114	2512	<a href="mailto:lvanet@wboro.org">lvanet@wboro.org</a>

**MONITOR**

Smith, Patricia	7/8	Attendance Office	119	3116	<a href="mailto:psmith@wboro.org">psmith@wboro.org</a>
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**TEACHER AIDES**

Furgal, Audrey	7/8	Lunch Aide	234	N/A	
Gorea, Karen	7/8	Lunch Aide	234	N/A	
Hopsicker, Karen	6/7/8	Kurzwell Testing	11	5011	<a href="mailto:khopsi@wboro.org">khopsi@wboro.org</a>
Larrabee, Heather	7/8	Lunch Aide	234	N/A	
Misterka, Sharon	6	Lunch Aide		N/A	<a href="mailto:smiste@wboro.org">smiste@wboro.org</a>
Sexton, Trina	7/8	Lunch Aide	234	N/A	

**LIBRARY CLERK**

Scholl, Elizabeth	7/8	Library	225	2527	<a href="mailto:eschol@wboro.org">eschol@wboro.org</a>
Senior, Laurie	6	Library	Library	2569	<a href="mailto:lsenio@wboro.org">lsenio@wboro.org</a>

**CUSTODIANS**

Adroved, David	7/8	Buildings/Grounds			
Boulia, Joseph	6	Buildings/Grounds		2566	
Cullen, Georgiana	7/8	Buildings/Grounds	131	2521	<a href="mailto:gculle@wboro.org">gculle@wboro.org</a>
Darling, Thomas	6	Buildings/Grounds		2566	
Kennerknecht, Mark	7/8	Buildings/Grounds	131	2521	<a href="mailto:mkenne@wboro.org">mkenne@wboro.org</a>
Krol, Ray	7/8	Buildings/Grounds	131	2521	<a href="mailto:rkrol@wboro.org">rkrol@wboro.org</a>
Merrill, Jon	7/8	Buildings/Grounds	131	2521	<a href="mailto:jmerri@wboro.org">jmerri@wboro.org</a>
Pawelek, Joseph	7/8	Buildings/Grounds	131	2521	<a href="mailto:jpawel@wboro.org">jpawel@wboro.org</a>
Yager, Ernest	6	Buildings/Grounds		2566	

**CAFETERIA**

Grzesik, Carin	6	Food Service		2568	
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Mutton, Lisa	6	Food Service		2568	
Pryborowski, Linda	7/8	Food Service	233	2528	<a href="mailto:lpryo@wboro.org">lpryo@wboro.org</a>

**REVISED-  
8/11/09**

Revised: 8/09

**3.1**  
**SECTION THREE - FACULTY/STAFF**

**MIDDLE SCHOOL FACULTY/STAFF MEMBERS FOR 2009-2010**

<b>NAME</b>	<b>GRADE</b>	<b>DEPARTMENT</b>	<b>TEAM</b>	<b>ROOM</b>	<b>EXT.</b>	<b>E-MAIL</b>
Andrews, Mary Sue	6	Math	6A	30	5030	<a href="mailto:mandre@wboro.edu">mandre@wboro.edu</a>
Beck, Jane	7/8	Music		140	5140	<a href="mailto:jbeck@wboro.edu">jbeck@wboro.edu</a>
Blais, Elaine	7/8	Teaching Assistant	70/80	221	5221	<a href="mailto:eblais@wboro.edu">eblais@wboro.edu</a>
Bogar, Amanda	7	Math	7A	113	5113	<a href="mailto:abogar@wboro.edu">abogar@wboro.edu</a>
Bronson, Valerie	6/7/8	Reading		32/207	5032	<a href="mailto:vbrons@wboro.edu">vbrons@wboro.edu</a>
Bryant, Rita	7/8	Option II	70/80	215	5215	<a href="mailto:rbryan@wboro.edu">rbryan@wboro.edu</a>
Buckley, Elaine	8	LOTE	8ABC	229	5229	<a href="mailto:ebuckl@wboro.edu">ebuckl@wboro.edu</a>
Burdick, Bonnie	7/8	Teaching Assistant-ISS		232	5232	<a href="mailto:bburdi@wboro.edu">bburdi@wboro.edu</a>
Burns, Robert	6	English	6B	29	5029	<a href="mailto:rburns@wboro.edu">rburns@wboro.edu</a>
Bustos, Erin	8	Math	8A	115	5115	<a href="mailto:ebusto@wboro.edu">ebusto@wboro.edu</a>
Butka, Barbara	8	Science	8C	101	5101	<a href="mailto:bbutka@wboro.edu">bbutka@wboro.edu</a>
Campbell, Joann		Social Worker		130	3190	<a href="mailto:icampb@wboro.edu">icampb@wboro.edu</a>
Capecelatro, Ann	7	Home & Careers	7ABC	212	5212	<a href="mailto:acapec@wboro.edu">acapec@wboro.edu</a>
Carpenter, Travis	6/7/8	Music		134	3133	<a href="mailto:tcarpe@wboro.edu">tcarpe@wboro.edu</a>
Casler, Shawn	7/8	Technology		143	5145	<a href="mailto:scasle@wboro.edu">scasle@wboro.edu</a>
Clark Matthew	6	Health	6ABC	9	5009	<a href="mailto:mclark@wboro.edu">mclark@wboro.edu</a>
Clark, Nancy	7/8	Teacher of the Deaf		125	5125	<a href="mailto:nclark@wboro.edu">nclark@wboro.edu</a>
Contino, Ann	6/7/8	Music		134	5025	<a href="mailto:aconti@wboro.edu">aconti@wboro.edu</a>
Day, Michael	7/8	LOTE		142	5142	<a href="mailto:mday@wboro.edu">mday@wboro.edu</a>
Dean, Karen	7	LOTE		7ABC	5240	<a href="mailto:kdean@wboro.edu">kdean@wboro.edu</a>
DeCicco, Dawn	7	English	7C	211	5211	<a href="mailto:ddecic@wboro.edu">ddecic@wboro.edu</a>
DeFazio, Tara	6	Science	6C	2	5002	<a href="mailto:tdefaz@wboro.edu">tdefaz@wboro.edu</a>
DiGiorgio, Thomas	6/7/8	Physical Education		129	5034	<a href="mailto:tdigio@wboro.edu">tdigio@wboro.edu</a>
Draper, William	8	LOTE	8ABC	228	5228	<a href="mailto:wdrape@wboro.edu">wdrape@wboro.edu</a>
Dreimiller, Carol	7	English	7B	206	5206	<a href="mailto:cdreim@wboro.edu">cdreim@wboro.edu</a>
Durso, Diana	6	Social Worker		4	2570	<a href="mailto:ddurso@wboro.edu">ddurso@wboro.edu</a>
Emmerich, Melissa	7	English	7A	213	5213	<a href="mailto:memmer@wboro.edu">memmer@wboro.edu</a>
Furner, Ann	8	Resource	8A/8B	220	5220	<a href="mailto:afurne@wboro.edu">afurne@wboro.edu</a>
Gerace, Nicholas	8	Math	8ABC	202	5244	<a href="mailto:ngerac@wboro.edu">ngerac@wboro.edu</a>
Goodenow, Patrick	7	Math	7B	105	5105	<a href="mailto:pgooode@wboro.edu">pgooode@wboro.edu</a>
Haggas, Jeremy	8	Science	8A	138	5138	<a href="mailto:jhagga@wboro.edu">jhagga@wboro.edu</a>
Heinlein, Susan	6	Teaching Assistant		3A	5000	<a href="mailto:sheinl@wboro.edu">sheinl@wboro.edu</a>
Hernandez, Jorge	7	LOTE	7ABC	122	5122	<a href="mailto:jherna@wboro.edu">jherna@wboro.edu</a>
Hinman, Patricia	8	Home & Careers	8ABC	214	5214	<a href="mailto:phinma@wboro.edu">phinma@wboro.edu</a>
Hoffman, Denise	6	Lib. Media Specialist	6A	LIBRARY	2569	<a href="mailto:dhoffm@wboro.edu">dhoffm@wboro.edu</a>
Jaros, Kenneth	7	Math	7ABC	202	5202	<a href="mailto:kjaros@wboro.edu">kjaros@wboro.edu</a>
Jenkins, Renee	6	Guidance	6		3165	<a href="mailto:rjenki@wboro.edu">rjenki@wboro.edu</a>
King, Michael	8	Social Studies	8B	201	5201	<a href="mailto:mking@wboro.edu">mking@wboro.edu</a>
Kuhn, Bridget	8	Guidance	7ABC	114	3113	<a href="mailto:bkuhn@wboro.edu">bkuhn@wboro.edu</a>
LaBonte, Michelle	6	Social Worker			5098	<a href="mailto:mlabon@wboro.edu">mlabon@wboro.edu</a>
<b>NAME</b>	<b>GRADE</b>	<b>DEPARTMENT</b>	<b>TEAM</b>	<b>ROOM</b>	<b>EXT.</b>	<b>E-MAIL</b>

LaFayette, Stacey	6	Social Studies	6B	15	5015	<a href="mailto:slafay@wboro.c">slafay@wboro.c</a>
LaScala, Dawn	6	English	6C	8	5008	<a href="mailto:dlasca@wboro.c">dlasca@wboro.c</a>
Loftus, Peter	6	Resource	6B	11	5011	<a href="mailto:ploftu@wboro.c">ploftu@wboro.c</a>
Loiacono, Cathy	7	Guidance	8ABC	114	2515	<a href="mailto:cloiac@wboro.c">cloiac@wboro.c</a>
Lonczak, Peggy	6	Science	6B	7	5007	<a href="mailto:ploncz@wboro.c">ploncz@wboro.c</a>
Loveric, Christine	8	Science	8B	108	5108	<a href="mailto:clover@wboro.c">clover@wboro.c</a>
Maggiolino, Dawn	7/8	Speech		125	5125	<a href="mailto:dmaggi@wboro.c">dmaggi@wboro.c</a>
Maher, Jacqueline	7/8	Teaching Assistant	70/80	215	5215	<a href="mailto:jmaher@wboro.c">jmaher@wboro.c</a>
Maina, Mark		ESL				<a href="mailto:mmaina@wboro.c">mmaina@wboro.c</a>
Marscher, James	8	Social Studies	8A	209	5209	<a href="mailto:jmarsc@wboro.c">jmarsc@wboro.c</a>
Marscher, Kim	7/8	Music		128	5128	<a href="mailto:kmarsc@wboro.c">kmarsc@wboro.c</a>
Mattison, Linda	7	Science	7C	102	5102	<a href="mailto:lmatti@wboro.c">lmatti@wboro.c</a>
Maxwell, Laurie	6	Social Studies	6A	17	5017	<a href="mailto:lmaxwe@wboro.c">lmaxwe@wboro.c</a>
McClallen, Deborah	7/8	Option II	70/80	221	5221	<a href="mailto:dmccla@wboro.c">dmccla@wboro.c</a>
Mulvihill, Cathleen	7	Resource	7A/7C	219	5219	<a href="mailto:cmulvi@wboro.c">cmulvi@wboro.c</a>
Mursch-Paoletti, Kim	8	English	8A	210	5210	<a href="mailto:kmursc@wboro.c">kmursc@wboro.c</a>
Nichols, Terri	7/8	Reading		202	5202	<a href="mailto:tnicho@wboro.c">tnicho@wboro.c</a>
Nobis, Chantelle	6	Music	6C	31	5031	<a href="mailto:cnobis@wboro.c">cnobis@wboro.c</a>
Noti, Frank	6	Math Strat./Writing	6A	5	5005	<a href="mailto:fnoti@wboro.or">fnoti@wboro.or</a>
O'Neil, Christopher	7/8	Music		134	5133	<a href="mailto:coneil2@wboro.c">coneil2@wboro.c</a>
O'Neil, Michele	6/7/8	Art		3/137	5003	<a href="mailto:moneil@wboro.c">moneil@wboro.c</a>
Pettinelli, Patricia	7/8	Psychologist	PKWY	P4	5040	<a href="mailto:tpetti@wboro.o">tpetti@wboro.o</a>
Potter, Tracey	7	English	7B	223	5223	<a href="mailto:tpotte@wboro.c">tpotte@wboro.c</a>
Poznoski, Beverly	6	Social Studies	6C	10	5010	<a href="mailto:bpozno@wboro.c">bpozno@wboro.c</a>
Ray, Breena	7/8	Music		140	5243	<a href="mailto:bray@wboro.or">bray@wboro.or</a>
Reader, Patrick	7	Math	7C	103	5103	<a href="mailto:preade@wboro.c">preade@wboro.c</a>
Ryan, Cindy	7	Social Studies	7A	204	5204	<a href="mailto:cryan2@wboro.c">cryan2@wboro.c</a>
Scott, Todd	6	Science	6A	1	5001	<a href="mailto:tscott@wboro.c">tscott@wboro.c</a>
Smith, Rebecca	8	English	8B	205	5205	<a href="mailto:rsmith@wboro.c">rsmith@wboro.c</a>
Smith, Valerie	6	Option II		3A	5000	<a href="mailto:vsmith@wboro.c">vsmith@wboro.c</a>
Starke, Patrick	8	Social Studies	8C	222	5222	<a href="mailto:pstark@wboro.c">pstark@wboro.c</a>
Stovall, Jessica	6	Math	6B	27	5027	<a href="mailto:jstova@wboro.c">jstova@wboro.c</a>
Tinkler, Gary	8	Math	8B	107	5107	<a href="mailto:gtinkl@wboro.c">gtinkl@wboro.c</a>
Tompkins, Deborah	6	English	6A	13	5013	<a href="mailto:dtompk@wboro.c">dtompk@wboro.c</a>
Traglia, Frank	8	Technology	8ABC	143	5143	<a href="mailto:fragl@wboro.o">fragl@wboro.o</a>
Trendowski, Amy	7	Science	7B	104	5104	<a href="mailto:atrend@wboro.c">atrend@wboro.c</a>
Urtz, Scott	7/8	Physical Education		129	5129	<a href="mailto:surtz@wboro.or">surtz@wboro.or</a>
Venezio, Julie	7	Social Studies	7B	203	5203	<a href="mailto:jvenez@wboro.c">jvenez@wboro.c</a>
Wadnola, Dana	7	Science	7A	106	5106	<a href="mailto:dwadna@wboro.c">dwadna@wboro.c</a>
<b>NAME</b>	<b>GRADE</b>	<b>DEPARTMENT</b>	<b>TEAM</b>	<b>ROOM</b>	<b>EXT.</b>	<b>E-MAIL</b>
Wells, Alicea	7/8	Home & Careers		214	5214	<a href="mailto:awells@wboro.c">awells@wboro.c</a>
Wells, Lisa	7/8	Physical Education		123	5123	<a href="mailto:lwells@wboro.o">lwells@wboro.o</a>
Wielt, Jennifer	7/8	Library		225	2527	<a href="mailto:jwielt@wboro.o">jwielt@wboro.o</a>
Williams, Albert	7	Technology	7ABC	145	5145	<a href="mailto:awilli@wboro.or">awilli@wboro.or</a>

Williams, SueEllen	7/8	Art		137	5137	<a href="mailto:swilli@wboro.org">swilli@wboro.org</a>
Wuest, Jacqueline	6/7/8	Physical Education		123	5033	<a href="mailto:jwuest@wboro.org">jwuest@wboro.org</a>
Young, Jennifer	8	Math	8C	136	5136	<a href="mailto:jyoung@wboro.org">jyoung@wboro.org</a>
Yount, Patricia	6	Math Strategies/Writing	6C	6	5006	<a href="mailto:pyount@wboro.org">pyount@wboro.org</a>
Zyskowski, Jennifer	7	Social Studies	7C	208	5208	<a href="mailto:jzysko@wboro.org">jzysko@wboro.org</a>
<b>NAME</b>	<b>GRADE</b>	<b>DEPARTMENT</b>	<b>TEAM</b>	<b>ROOM</b>	<b>EXT.</b>	<b>E-MAIL</b>
<b><u>NURSE</u></b>						
Kleaka, Christine	7/8	Health Office		135	2514	<a href="mailto:ckleak@wboro.org">ckleak@wboro.org</a>
Scharbach, Sharon	6	Health Office			3164	<a href="mailto:sschar@wboro.org">sschar@wboro.org</a>
<b><u>COMPUTER TECH. ASSISTANT</u></b>						
Ambridge, Bonnie	7/8	Computer Lab		226	2527	<a href="mailto:bambri@wboro.org">bambri@wboro.org</a>
Sabonis, Mary	6	Computer Lab		12	5012	<a href="mailto:msabon@wboro.org">msabon@wboro.org</a>
<b><u>SECRETARIES</u></b>						
		Attendance Office		119	2517	
Davies, Donna	6	Main Office			3176	<a href="mailto:ddavie@wboro.org">ddavie@wboro.org</a>
Sullivan, Nancy	7/8	Main Office		116	2510	<a href="mailto:nsulli@wboro.org">nsulli@wboro.org</a>
VanEtten, Lauri	7/8	Guidance Office		114	2512	<a href="mailto:lvanet@wboro.org">lvanet@wboro.org</a>
<b><u>MONITOR</u></b>						
Smith, Patricia	7/8	Attendance Office		119	3116	<a href="mailto:psmith@wboro.org">psmith@wboro.org</a>
<b><u>TEACHER AIDES</u></b>						
Furgal, Audrey	7/8	Lunch Aide		234	N/A	
Gorea, Karen	7/8	Lunch Aide		234	N/A	
Hopsicker, Karen	6/7/8	Kurzwell Testing		11	5011	<a href="mailto:khopsi@wboro.org">khopsi@wboro.org</a>
Larrabee, Heather	7/8	Lunch Aide		234	N/A	
Misterka, Sharon	6	Lunch Aide			N/A	<a href="mailto:smiste@wboro.org">smiste@wboro.org</a>
Sexton, Trina	7/8	Lunch Aide		234	N/A	

<b><u>LIBRARY CLERK</u></b>						
Scholl, Elizabeth	7/8	Library		225	2527	<a href="mailto:eschol@wboro.edu">eschol@wboro.edu</a>
Senior, Laurie	6	Library		Library	2569	<a href="mailto:lsenio@wboro.edu">lsenio@wboro.edu</a>
<b><u>CUSTODIANS</u></b>						
Adroved, David	7/8	Buildings/Grounds				
Bouliia, Joseph	6	Buildings/Grounds			2566	
Cullen, Georgiana	7/8	Buildings/Grounds		131	2521	<a href="mailto:gculle@wboro.edu">gculle@wboro.edu</a>
Darling, Thomas	6	Buildings/Grounds			2566	
Kennerknecht, Mark	7/8	Buildings/Grounds		131	2521	<a href="mailto:mkenne@wboro.edu">mkenne@wboro.edu</a>
Krol, Ray	7/8	Buildings/Grounds		131	2521	<a href="mailto:rkrol@wboro.edu">rkrol@wboro.edu</a>
Merrill, Jon	7/8	Buildings/Grounds		131	2521	<a href="mailto:jmerri@wboro.edu">jmerri@wboro.edu</a>
Pawelek, Joseph	7/8	Buildings/Grounds		131	2521	<a href="mailto:jpawel@wboro.edu">jpawel@wboro.edu</a>
Yager, Ernest	6	Buildings/Grounds			2566	
<b><u>CAFETERIA</u></b>						
Grzesik, Carin	6	Food Service			2568	
Mutton, Lisa	6	Food Service			2568	
Pryborowski, Linda	7/8	Food Service		233	2528	<a href="mailto:lpribo@wboro.edu">lpribo@wboro.edu</a>
<b>REVISED-8/11/09</b>						

Revised 8/09

## 3.2

### SECTION THREE - FACULTY/STAFF

#### DEPARTMENT CHAIRPERSON MONTHLY MEETING SCHEDULE

2009-2010

Meetings will be held at the 3:00 pm in the Board of Education room.

October 14, 2009

February 10, 2010

December 9, 2009

April 14, 2010

June 9, 2010

### DEPARTMENT CHAIRPERSONS FOR 2009-2010

Lisa Alexander	Math
Anthony Coriale	Social Studies
Carol Ann D'Accurzio	English
Wendy Egresits	Library/Media
Ellen Gallagher	Family and Consumer Science
Lucille Matt	Foreign Language
Phyllis Mattson	Business
Debbie McClallen	Reading
Michele O'Neil	Art
Tom Petty	Music
Dwight Putnam	Science
Frank Traglia	Technology

Revised 8/09

## **3.2**

### **SECTION THREE - MEETINGS**

**FACULTY MEETINGS:** A schedule of faculty meetings for the year is found in Section 1.5. All teachers will be expected to attend unless specifically excused by the Building Principal.

**DEPARTMENT MEETINGS:** All departments will meet at least once during each month of the school year. Grade level and other special meetings may be called as needed. Minutes of department meetings shall be turned in within the week following each meeting. Teachers are obligated to attend all departmental meetings unless excused by the Chairperson. Although it is necessary for some staff member to assume a dual and sometimes conflicting role of classroom teacher and co-curricular activities sponsor in order to provide a broad educational program for Whitesboro students, the basic responsibility to the department must take first priority. Reporting to the Department Chairperson when a conflict arises and following a meeting, if excused, is not only an expected courtesy but an absolute necessity.

Revised 8/09

### 3.3 SECTION THREE - FACULTY/STAFF

#### JOB DESCRIPTION - DEPARTMENT CHAIRPERSON

##### I. DEPARTMENT CHAIRPERSON RESPONSIBILITIES 6-12

The following pertains to curricular areas within the District where department coordination is structured in a 6-12 format, i.e. English, Social Studies, Science, Math, Technology, Business, Foreign Languages, Home Economics. In each case, one individual will be assigned as Chairperson and will be responsible for coordinating all aspects of the particular program (6-12) for which his/her appointment is valid.

The Department Chairperson is a classroom teacher assigned special duties and responsibilities pertaining to a particular subject matter area and its relationship to the complete school program, therefore playing a dual role of leader and coordinator. All such appointments are made as per Appendix C of the WTA Contract.

1. The Department Chairperson is responsible for all departmental matters, Grades 6-12.
2. The Department Chairperson shall arrange at least one departmental meeting each month of the school year. This requirement may be met by holding one joint meeting (6-12) or by two general level meetings (6-8, 9-12) per month. Minutes of such meetings shall be sent to the High School Assistant Principal for Curriculum and Instruction for final typing and distribution. Minutes shall be forwarded to department members and administrators. Teachers are obligated to attend all departmental meetings unless excused. Therefore, although it is necessary for some staff members to assume the dual role of a classroom teacher and co-curricular activities sponsor in order to provide the broadest possible educational program for Whitesboro students, the basic responsibility to the department must take first priority. Reporting to the Department Chairperson both before and following departmental meetings whenever a scheduling conflict arises is not only an expected courtesy but, an absolute necessity.
3. The Department Chairperson is the subject matter specialist of his/her department. As such, he/she shall provide leadership and shall be responsible to the Assistant Superintendent, the High School Principal, the Middle School Principal, the Building Principals, the High School Assistant Principal for Curriculum and Instruction and the Curriculum Council relative to:
  - a. All subject matter taught in his/her department, including but not limited to content and grade placement.
  - b. The need for new curricular offerings and evaluation of those currently available.
  - c. The articulation and unification of content and procedures where appropriate.

Such recommendations (while open to formulation and discussion during departmental meetings and inclusion within the minutes as may be applicable) are to be forwarded to the respective administrator initially responsible for the area(s) pertaining to the recommendation.

4. The Chairperson shall assist in referring teacher aids and supplementary materials to department members.
5. In conjunction with department members, the Chairperson shall coordinate the appraisal and evaluation of proposed changes in textbooks and submit such proposals to the High School

Assistant-Principal for Curriculum and Instruction and the appropriate Building Principal.

6. The Department Chairperson shall approve all final exams and the mid-year exams of all teachers within his/her respective department.
7. The Department Chairperson shall review and approve all departmental requisitions.
8. The Department Chairperson may be consulted relative to departmental personnel with respect to employment and departmental responsibilities as may be necessary.

## II. DEPARTMENT CHAIRPERSON RESPONSIBILITIES K-12

The following pertains to curricular areas within the District where departmental coordination is structured in a K-12 format, i.e. Music, Physical Education, Art, Library Media, Reading. In each case, one individual will be assigned as Chairperson and will be responsible for coordinating all aspects of the particular program (K-12) for which his/her appointment is valid.

The Department Chairperson is assigned special duties and responsibilities pertaining to a particular subject matter area and its relationship to the complete school program, therefore, playing a dual role of leader and coordinator. All such appointments are made as per Appendix C of the WTA Contract.

1. The Department Chairperson is responsible for all departmental matters, Grades K-12. The District-Wide duties of these Chairpersons fall under the direction of the Assistant Superintendent of Schools.
2. The Department Chairperson shall arrange at least one(1) departmental meeting each month. Minutes of such meetings shall be sent to the High School Assistant-Principal for Curriculum and Instruction for typing and distribution to department members and administrators.  
Teachers are obligated all departmental meetings unless excused. Therefore, although it is necessary for some staff members to assume the dual role of classroom teacher and co-curricular activities sponsor in order to provide the broadest possible educational program for Whitesboro students, the basic responsibility to the department must take first priority. Reporting to the Department Chairperson both before and after departmental meetings whenever a scheduling conflict arises is not only an expected courtesy, but an absolute necessity.
3. The District-Wide Department Chairperson is the subject matter specialist of his/her department. As such, he/she shall provide leadership and shall be acquainted with and make recommendations to the Assistant Superintendent, the High School Assistant-Principal for Curriculum and Instruction, Building Principals, and the Curriculum Council relative to:
  - a. All subject matter taught in his/her department including but not limited to content and grade placement. (With respect to District Music, this includes both vocal and instrumental Music areas).
  - b. The need for new curricular offerings and evaluation of those currently available.
  - c. The articulation and unification of content and procedures where appropriate.

Such recommendations (while open to formulation and discussion during departmental meetings and inclusion within the minutes as may be applicable) are to be forwarded to the respective administrator initially responsible for the area(s) pertaining to the recommendation.

4. The District-Wide Chairperson shall play a coordinating role with Elementary and Secondary members of the department with/through and their Building Principals.
5. At the secondary level, the District-Wide Chairperson shall be responsible for items 4, 5, and 6 of that portion of the job description pertinent to 6-12 Department Chairpersons.
6. The Department Chairperson shall review and approve all departmental requisitions.
7. The District-Wide Chairperson may be consulted relative to departmental personnel in his/her department with respect to employment and departmental responsibilities as may be necessary.

8/09

## 4.1

### **SECTION FOUR – CLASSROOM RESOURCES INSTRUCTIONAL TECHNOLOGY**

**LOCATION** – Middle School Building Contact: Mr. Frank Traglia and Parkway Middle School Contact: Mr. Peter Loftus

**EQUIPMENT** - Basic audio-visual equipment is located in most of the classrooms, including television sets, VCR's DVD's and overhead projectors. Additional equipment needs of this type should be requested from the above mentioned contacts.

There is a multi-purpose computer lab with Internet access located in the rear of the Library Media Center. This can accommodate a full classroom of students. Teachers must sign up well in advance for its usage with the Library Media Specialist. We also have a mobile laptop computer lab which can be signed out through the Library Media Specialist. There are additional computers available for student use in the library itself. Again, staff should see the Library Media Specialist about signing up for utilization of this room. Besides the classroom computer labs, each curriculum department has access to computer and the Internet in their classrooms. A limited number of computer-based interactive presentation stations with LCD projectors are located in designated rooms.

**VIDEOS & FILMS** - All material borrowed from outside sources should be ordered through the Library/Media Center. When confirmed, these will be scheduled along with the equipment to show them. You are notified of this well in advance.

Materials from our own video library should be requested at the same time as the equipment to show them is requested. Information on materials in our library for courses that you teach will be made available to you each year. You may make requests to consider purchase of new materials at any time.

**MATERIALS, PRODUCTION EQUIPMENT** - There are copiers available for teacher use in the building. Two are located across from the Main Office in the Middle School and one is located in the Main Office in Parkway Middle School.

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**SECTION FOUR – CLASSROOM AIDS****TEXTBOOKS, CLASS RECORD BOOKS, PLANS/PLANBOOKS AND VISITATION OF CLASSES**

**TEXTBOOKS:** All books will be distributed and collected by the subject teacher as per instructions. Required records must be very accurate. Teachers will make every effort to discourage any form of damage to books. When a student leaves school during the year, the subject teacher should not sign the check-out card until the student returns the textbook and other materials which have been issued. When a student withdraws from a course or transfers to another section of the same course, the textbook should be collected by the teacher whose class the student is leaving and another text reissued by the new teacher.

**SELECTION OF SUPPLEMENTARY BOOKS AND PERIODICALS:**

All supplementary books to be used in the classroom will be approved by the Department Chairperson. Recommendations for library purchases will be approved by the librarian. It is expected that all supplementary and library books will be listed and recommended by standard catalogues for high school libraries.

Books and other publications that could be interpreted as having questionable moral themes or passages should be called to the attention of the Department Chairperson or the librarian. Any difference of opinion on such matters should be referred to the principal by the Department Chairperson or librarian.

**PLANBOOKS:** Planbooks are provided at the beginning of the year. They will be submitted to the office at the end of the year for use during the summer. They will be returned upon request to the teachers in the fall. Information shown in the class record books should be complete, neat, accurate, and understandable. Gradebooks may be electronic or paper copy.

**PLANS/PLANBOOKS:** The planbook provides the facilities for a week's summary plans. Areas are available for teachers to state objectives and content, procedures and activities, references and helps. Sections also occur for daily assignments. Planbooks not only assist in clarifying the basic objectives and assignments for the week, but also serve as an invaluable guide to substitutes.

A. In general, **PLANS** should:

1. Indicate regular procedures (taking attendance, issuing an assignment, etc.)
2. Provide aims or objectives of the lesson.
3. Indicate methods or materials (if any) to be used in presenting the lesson (audio-visual aids, readings, charts, references, etc.)
4. State the means of student evaluation (tests, quizzes, homework, question- and-answer sessions, projects, individual contracts, etc.)
5. Include time budgeted for specific activities.

It is realized that teachers prepare plans in different ways. The above indicates a general approach to plan design. Teachers are expected to be flexible and creative in their planning. Those desiring a more specific approach are encouraged to use an attachment to a particular page in the planbook designed for that week's plans.

B. In general, **PLANBOOKS** should:

1. Act as a continual guide to the professional teacher.
2. Offer substitutes direction in the event of teacher absence (short or long-term).
3. Provide the administration with an awareness of how and in what direction the course is oriented.
4. Assist in the description of actual procedures used and materials covered in a course of study. (On various occasions, questions relative to this are asked, especially during the summer months).
5. Assist the building administration in its continual effort to communicate the importance of our curricular offerings and instructional methodology to Central Administration, the Board of Education, and the community.

The policy regarding review of plans/planbooks by administrative personnel is as follows:

1. **PROBATIONARY TEACHERS** will forward their completed planbooks to the Assistant Principal for Curriculum and Instruction by the close of school each Monday. The plans will be reviewed and returned to the respective teacher in time for utilization in the next day's teaching. Plans will be discussed in conjunction with each observation and resulting conference. Comments regarding the appropriateness of plans and planning in general will be included as a part of the evaluation report.
2. **TENURED TEACHERS'** planbooks are subject to review at any time. Plans are to be prepared on a weekly basis.
  - a. Plans (via planbooks) will be reviewed in conjunction with each observation and resulting conference. Comments regarding appropriateness of plans and planning in general will be included as a part of the evaluation report.

- b. Planbooks with properly completed planning information are subject to review at various times throughout the year. Plans will be reviewed and comments regarding the material will be provided to each teacher. Plans found inappropriate will be reason for scheduling a conference with the individual teacher in order to determine methods for improving plans and/or their development. Follow-up as necessary will occur.
3. All planbooks (for probationary and tenured teachers) will be collected at the conclusion of the school year. The material will be reviewed.

The plans of the professional teaching staff are an essential ingredient in providing administrators with the kind of understanding necessary for assistance in curricular and instructional matters. The teacher who plans well and states this plan for current and future reference will be guaranteed a better opportunity of providing the best instruction for every class.

**EMERGENCY PLANS AND EMERGENCY FOLDERS MUST BE CURRENT AND VISIBLE ON TEACHER'S DESK AT ALL TIMES.**

**4.3**

**VISITATION OF CLASSES:** Almost everything which is really important in the program of the school occurs in its classrooms. No one can understand much of the school program without being aware of what takes place in the classrooms. In order to furnish the leadership which teachers, pupils, and parents expect of the administrators, visitations will be made to the various classrooms. Advance notice may or may not be given. Teachers should understand that the purpose of these visits is strictly one of helpful assistance. Administrators will feel free to invite the teacher visited to sit down later and talk over the observations of both. Teachers should also feel free to request such a conference.

**.4**

**SECTION FOUR – CLASSROOM AIDS (continued)**

**BULLETIN BOARDS:** An attractive bulletin board display can be an educational and aesthetic addition to any room. Displays should be well planned and executed if maximum effect is to be obtained. Lettering should be done carefully and material hung neatly. Students with artistic ability are usually willing to assist in developing and maintaining an attractive display. Generally speaking, material ought to be changed at least once a month. This will retain the interest of viewers and also prevent patterns on boards due to fading, especially those in corridors near windows.

Teachers and departments are encouraged to use the various display areas in the corridors. A schedule of departments use of the Main Corridor Showcase is listed below:

## SECTION FOUR – CLASSROOM AIDS

### DAILY BULLETIN AND P.A. ANNOUNCEMENTS

**All general announcements for the following day are to be in the office by 1:30 PM.**

Except in the most unusual cases, requests should not be made to include announcements after that time. Notices received in the morning prior to the public address announcement will normally be held over to the next day.

Items should be submitted on the regular bulletin form, and those prepared by students must be authorized by the **teacher concerned**. The authorizing teacher will please edit the announcement before it is submitted to the office. All items for the bulletin are subject to the approval of the principal or assistant principal. Announcements may be repeated, but generally not for more than one occasion.

Items pertaining to students will be read over the P.A. system during homeroom each day. Announcements should concern a majority of students and should be kept as brief as possible. In general, announcements pertaining to affairs sponsored by outside agencies will not be made. However, the bulletin boards may be used for such announcements when they are approved by the administration.

Requests should not be made for announcements to be made over the P.A. system during the day except in emergencies.

While announcements are being read, students are to give their individual attention. **It is the responsibility of the homeroom and ninth period teacher to see that this is done.**

**NOTICE FOR THE DAILY BULLETIN**

**DUE IN THE MAIN OFFICE BY 1:30 PM ON THE DAY BEFORE THE  
BULLETIN IS TO BE READ.**

**NOTICE TO BE ANNOUNCED ON**

\_\_\_\_\_ (DATE)

**REPEAT DATE**

\_\_\_\_\_

**PLEASE TYPE OR WRITE LEGIBLY:**

\_\_\_\_\_

\_\_\_\_\_  
**Administrator's Signature**

\_\_\_\_\_  
**Signature of Teacher Concerned**

## INSTRUCTIONAL PLANNING

“The failure to plan is planning to fail.” This phrase best summarizes the need for detailed planning for effective classroom instruction. The first step is to determine what your objectives are in terms of what you want your students to be able to do. Next, you need to choose what specific strategies you will utilize to teach your objectives. Lastly, you must decide how you are going to assess whether the students have met these objectives.

There are two major types of planning. Long range planning involves a review of your curriculum to identify what are the overall goals, major understandings, and concepts. This review should include a careful analysis of the New York State syllabus or the local syllabus whichever is applicable. Next you need to establish a time-frame for the teaching of this material via a semester block plan.

### Semester Block Plans

This is a breakdown of the major units in your curriculum and approximately how long you intend to spend on each unit in weeks. This needs to be a flexible schedule to adjust for the everyday changes and events which occur. It should only be a page or two in length.

### Daily Lesson Plans

These short-term plans should be included in your planbook. You should include a brief description of your daily activities for each class. Included in this description should be your lesson objectives, stated in terms of what you want the students to be able to do at the conclusion of the lesson, materials to be utilized, a listing of the day's activities, specific strategies, the means by which you will evaluate the students' understanding, and the homework assignment. You may utilize another type of notebook for your planning in further depth but this should also be available upon request. The days of the week should be filled in, along with the name of the course by period. Seating charts for each class should be provided.

Plans should be available at least one week in advance. The planbook and gradebook will be checked during observations and periodically upon request.

### Class Register/Gradebook

Attendance and Grades must be officially submitted via SchoolTools.

## 4.7

### Grading Procedures

In determining a student's grade, a teacher should evaluate the student's performance on all aspects of the course, including but not limited to tests, quizzes, laboratory work, research papers, long- range assignments, homework, and class participation including student attendance. Sixty-five is the minimum passing grade.

A student who is legally absent from class should not be penalized by a grade. They will be required to make up any work missed though, including getting the notes, doing the homework, etc. At the discretion of the teacher, they may be required to stay after for the teacher to make up any work missed due to their absence from class. A reasonable time period should be allowed for the student to make up the work, for example one week following the student's return to school.

## SUBSTITUTE TEACHERS

### Substitute Plans

At the beginning of the year all staff are required to complete a substitute locator list, a copy which follows, which is kept in their substitute folder in the Main Office. Other materials to be included in this folder are:

- 1) a copy of your daily schedule
- 2) contingency plans covering a minimum of two days, updated to be kept current
- 3) Emergency Protocols

### Substitutes

It is to everyone's benefit that you leave detailed plans for your substitute if at all possible. Substitute teaching is a difficult job, even more without plans. Be sure you have updated emergency plans in your substitute folder. If you know you are going to be absent, please notify the Main Office beforehand and leave plans. If this is not possible, it would be helpful if someone could possibly bring your plans for you. This will help the substitute's day to be more productive and your day easier when you return.

SUBSTITUTE TEACHER LOCATER LIST

Classroom Teacher's Name: \_\_\_\_\_

Room No. \_\_\_\_\_

TEACHER: Please note the location where the following can be found by a substitute:

1. seating charts -
2. attendance -
3. schedule -
4. substitute lesson plans -
5. person to ask for help -
6. planbook -
7. gradebook -
8. textbook -
9. supervision duties/location -
10. special notes –

## Buildings and Grounds

**BUILDINGS AND GROUNDS:** The Whitesboro Central School buildings and grounds have the reputation for receiving excellent maintenance. This reputation has been earned by the work of the custodial staff and the cooperation of parents, teachers, and students. Your continued cooperation will be appreciated and may be shown by following these reminders:

1. Desks should be kept clean and free of markings and should not be sat upon.
2. Sidewalks should be used; the lawn should not be walked upon. "Litterbugs" should be made to pick up their debris, both in and out of the building.
3. Lights should be turned off when a room is not to be used the following period.
4. Equipment should be used carefully and returned promptly to its proper location.
5. When windows are open, do not allow curtains to blow out against the building.
6. Curtains and blinds should be adjusted at the end of each day. In classrooms, they should be left open; closed in offices, library, and other similar areas. All windows should be locked, lights turned off, and doors locked before leaving.

## 5.1

### SECTION FIVE – STUDENT MANAGEMENT

#### ATTENDANCE PROCEDURES FOR HOMEROOM TEACHERS

1. Log in to computer and bring up Internet Explorer, Safari, Foxfire.
2. Click on the “SchoolTool Access” icon.
3. Log in to SchoolTool using your internet “username” and “password” – these are the same as your network username and password used in Step 1.
4. Under “Class” click on the blue arrow icon next to the left of the word “Homeroom” to access the list of students in your Homeroom/Class.
5. Note: All students are listed as present by default – observable by the fact that the circle listed under the “P” column is marked.
6. If student is present, this is already noted. If student is absent, click on the “A” circle.
7. If a student is tardy, click on the “T” circle.
8. If the students have a known absence (band lesson, field trip, nurse’s office, etc.) click “K”.
9. Click on the green “save” disk in the upper right-hand corner of the screen. Your “Attendance has not been submitted” message – noted in red – will now read “Your attendance has been submitted” - noted in green.
10. Click on the “Done” green arrow which will return you to your home page. In the blue toolbar at the top of the page, click the module “LOGOFF” to end session.

Other information regarding SchoolTool Homeroom Attendance:

Even if you have “Perfect Attendance” you must open up SchoolTool and “submit” your attendance by clicking on the green “save” disk.

**If you are absent, your sub will take attendance paper/pencil style.** All homeroom teachers must submit a copy of their homeroom roster to Attendance Office in MS or Main Office in Parkway by **the end of the 1<sup>st</sup> week of school** to be used by substitutes in the event of your absence. Once student schedules have been revised, all homeroom teachers must submit an updated class roster to Laurie VanEtten by **the 3<sup>rd</sup> week of school**.

There are excellent tutorials under “Help”. We strongly suggest that you access these when you have a chance. To do so, simply click on “Help” in the blue toolbar at the top of the page.

#### I. Attendance procedures for Homeroom period substitute teachers:

1. Attendance register sheets are set up for 1-week time periods and are to be completed for the current date and day, using a red pen.
2. Check to make sure columns match with days and dates when school is in session, i.e. disruption in school days due to holidays or snow days, etc. If wrong dates or days are circled, the information will not be posted.

3. Be sure to circle “A” for students not present and “T” for students who arrive late (after 8:09) regardless of the type of pass the student brings to class.
4. Students who arrive to homeroom period class after the 8:09 am bell tone will be admitted to class but marked as tardy on the school attendance register sheets and the time written down on the same sheets.
5. Students with blue passes (legal tardy) or yellow passes (illegal tardy) should be marked tardy, and all blue and yellow passes, except leave early passes, should be sent to the Attendance Office.
6. Home tutored students are not to be marked absent. When making corrections for home instructed students, the beginning date of tutoring must be included on the correction note.

## II. Attendance Notes:

1. All notes, passes, etc should be submitted by the student to the Attendance Office in the MS and Main Office in the Parkway Middle School.
2. Send students with notes for early dismissal to the Attendance Office.

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## 5.2

### SECTION FIVE – STUDENT MANAGEMENT

CLASSROOM ATTENDANCE: Good attendance habits are encouraged. Proper homeroom and class attendance taking is of prime importance in curbing class truancy. All teachers have an obligation to gather attendance data accurately and promptly. Classes should start on time, and attendance should be taken daily at the beginning of the period. ATTENDANCE IS TO BE TAKEN BY THE TEACHER ONLY. THIS TASK SHOULD NOT BE ENTRUSTED TO A STUDENT.

Procedures to be followed by classroom teachers in combating class truancy and tardiness in class:

1. A thorough attendance check should be made by the subject teacher each period each day.
2. SchoolTool will be used for period by period attendance and will need to be maintained on a daily basis.

It will be required to input each student’s cumulative absences on each 5-week progress report and quarterly report card. Due to the fact that there may

be a discrepancy between a student's daily class attendance with his or her daily school attendance due to school-related activities, or in some cases, class cuts, it is imperative that you keep an accurate account of these absences, as parents may question the difference.

3. An electronic referral should be completed for each classroom truancy. The "cut" slip should be held until the next class meeting when the student should verify the absence by signing the form. If the student remains illegally absent from class, turn in the electronic referral. If the student states that his absence was of a legal nature, he must assume the responsibility for providing the teacher with proof of reason for the absence. This may be presented via a pass or other acceptable form. (Notes from parents are not acceptable.) The pupil should use his unscheduled time for obtaining any required proof. "Cut" slips for subsequent offenses should be turned in to the appropriate administrator.
4. After the electronic referral form has been completed, the assistant principal will process the form and return a copy to the teacher, and then send a copy home to the parent(s).
5. Tardiness to Class – Students entering your class after the bell without a legal excuse are considered Tardy. When a student is 10 or more minutes late to class, he/she is considered truant to class.
6. Teachers should consult the Student/Parent Handbook.

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### 5.3

#### SECTION FIVE – STUDENT MANAGEMENT CLASSROOM CONTROL

CLASSROOM POLICY: Teachers should be in the room before the students. When the bell starts to ring, the student is late and an attendance report should be filled out, which should be kept by the teacher for his/her records.

As much as possible, students who are needed by the administration/guidance during the day will be called out of study halls or between classes. Classroom interruptions will be kept at a minimum. Classes should not be dismissed before the bell sounds. If a student or a group of students are kept after the final bell, the teacher is obligated to write a pass to the next class.

Courtesy should be practiced by all. Disrespect on the part of the student should not be

tolerated. This is regarded as a serious violation and merits action by the administrator. Eating food or drinking beverages out of the cafeteria is not allowed.

**DISCIPLINE:** One of the essences of good teaching is for a teacher to be able to control his or her own discipline problems using measures to improve behavior and change attitudes. The following general guides to classroom discipline may be helpful.

1. Be sure to inform the students of your classroom expectations on the first day of class. Uphold these expectations in a fair and consistent manner.
2. Accept children and start with them where they are.
3. Learn as much about your students as you can.
4. Approach problems in a positive fashion. It is better to tell a student what to do than what not to do.
5. Give your students tasks to do at which they can succeed. Praise is in order for a person who tries even if the job isn't done perfectly.
6. Set up the proper climate in your room, one of order, consistency, planning, understanding, and friendliness.
7. Have students see you out of class if they are in trouble. A friendly conference usually is more effective than a reprimand before their classmates.
8. Refer to Phase One in the District Policy on School Discipline/Students' Rights and Responsibilities.

All students have the right to learn in an environment which is safe and orderly. No one has the right to interfere with other students learning or a staff member's teaching. The teacher represents the first line of authority in dealing with routine behavioral problems which interfere with the teaching/learning process. These types of behaviors can usually be handled by individual staff members, but sometimes require the intervention of other school support personnel.

Teachers will develop a classroom plan to handle early signs of inappropriate behavior. This can be accomplished in a variety of ways which should include informing the parents that a problem exists and documenting this notification. In all classroom plans, the administration should be used as the final response after a thorough attempt on the part of the teacher to solve the problem. The end result will be the teacher remaining in control of his/her classroom and having greater rapport with his/her students. For any severe offenses, the administration shall be involved immediately.

**Teacher Disciplinary Responses:**

Make your classroom rules known to the students

Warning

Refer to counseling

Teacher detention

Parental contact

Classroom Disciplinary Referral to the administration

**Note:**

1. For any severe offenses, the above steps should be skipped and the administration involved immediately.
2. An administrator should be called immediately if a student is "out of control". "Out of control" is defined as a student's failure to refrain from prohibited behavior following teacher intervention.

If a student Discipline Referral has been made to the appropriate administrator, the teacher will receive feedback regarding the disposition of the referral. The Discipline Referral and the disciplinary actions taken will become a part of the student's record.

#### Classroom Rules

In developing classroom expectations, it is recommended that you involve your students in the process of formulating them. If they feel that they had some input in developing the rules, they will be more apt to following them. Keep the rules simple, in a positive vein, and to a minimum number, i.e. respect for each other.

#### Helpful Hints

1. Be firm, fair, and consistent, yet be flexible enough to deal with each student as an individual.
2. Be a positive role model for your students. If you want their respect, you need to be respectful to them.
3. Utilize non-verbal forms of communication in managing students whenever possible, such as eye contact or a closer proximity to them.

8/27/07

## **5.4**

### **Use of Electronic Discipline Referrals**

If informal interventions regarding student misconduct are not appropriate, or have been exhausted, an electronic referral should be typed on SchoolTool. Select the appropriate offense from the drop down box as well as the time and location of the infraction. A brief description of the infraction should be recorded in the salmon colored box on the referral. The referral and disposition will become part of the student record. If additional information is warranted, staff may use the reason for referral, and previous actions taken portions of the document but they are not necessary for processing. The disposition drop down box, and the comment sections are for administrative use only. When referring two or more students for any problem, make separate referrals for each student. The reason for doing this is that when using these forms during parent conference, the individual rights of other students are to be protected. The administration will deal with the situation in an appropriate manner, contacting the teacher for further details or input as necessary, and provide the disposition on the referral. A copy of the referral will be mailed home to the parents.

In the event a student is referred by a teacher or other staff member for an incident which took place other than in the classroom, the referring teacher or staff member is to accompany the student to the office and is responsible for filling out a referral form.

Students are not to be sent to the office or removed from class because they do not have a pencil, pen, textbook, or notebook, if they're not "dressed" for physical education class, or if they have not turned in assignments unless it is a chronic problem and the teacher has taken the previous steps outlined above, including parental contact. If a student is sent

out of your classroom, they should be sent to the appropriate Administrator's office with a pass.

When a teacher sends a student to the office, the following should occur: (1) the teacher will direct the student to the office with a pass and a brief description of the problem if possible. (2) The teacher will notify the office via phone that a student is being sent to the office.

7/09

## 5.5

### STUDY HALL PROCEDURES:

General Instructions: For proper control, the following rules will be observed by all study hall teachers:

1. Students are to be in their regularly assigned seats when the bell rings to begin the period. (A seating chart must be completed and maintained by the study hall teacher).
2. Study hall teachers should prepare seating charts. Study hall supervisors may need to designate on the seating chart what days different students are scheduled. In general, students having a daily study hall should be seated in the same seats each day.
3. It is expected that students will begin work immediately after the bell and that all conversation will cease.
4. Students with library passes will report directly there for the designated period. For attendance purposes, study halls will be contacted and given the names of the students in these areas.
5. In cases of necessity, a teacher may permit a student to leave the room to visit the nearest boys' room or girls' room. Not more than one boy and one girl may be permitted to leave a section at a time. A blue pass will be written for each student permitted to leave. Permission to leave the room should be granted only if necessary.
6. No student will be allowed to leave the study hall for reasons other than those indicated above unless he has a pass from the teacher who is taking the responsibility for that student. This must have been obtained prior to the study hall period. In such cases, the study hall teacher will countersign the pass, and the student will take it with him.
7. Students are to remain seated during the study hall period. One person in each study hall section may be granted a short conference with another student to discuss an assignment at the discretion of the teacher in charge.
8. Everyone is expected to have enough study materials to be busy during the period.

9. Common courtesy and reasonable conduct will be expected at all times.
10. A careful check of attendance should be taken at the beginning of every study hall period. After verification, irregular absentees should be reported on the proper forms. Students who have music lessons or other similar reasons to be excused from assigned study hall periods will first report to the study hall teacher for attendance check. They will have passes as described in item “6”.
11. All students are to sign out and in, where appropriate, on the study hall sign-out sheet. This sheet is to be submitted to the Student Activities Office at the end of each day.
12. Students that demonstrate chronic inappropriate behaviors that do not respond to the study hall teacher’s intervention should have an electronic referral sent to the appropriate assistant principal.

8/09

## **5.6**

### **SECTION FIVE – STUDENT MANAGEMENT**

**LIBRARY MEDIA CENTER:** Students are welcome and encouraged to use the Library Media Center/Computer Lab from 8:00 a.m. – 3:30 p.m., Monday-Thursday, and 8:00 a.m. – 2:45 p.m. on Friday. Students must have work requiring library and/or computer assistance. Homework is to be done in study hall. Students are expected to work quietly, respecting the needs of others using the LMC and to use the computer network and computer resources responsibly. Due to the number of classes using the LMC, seating for additional students is limited. Students assigned to study halls and have library work may sign in with the library supervisors. These lists will be checked with the appropriate study hall supervisor for accuracy.

Students who cannot/will not work quietly and respectfully will have their library privileges suspended and returned to study hall for that class period. If behavior is an ongoing problem, the student will be required to have a pre-signed pass from the teacher who has assigned the library/computer work. Irresponsible use of the computer network/computer resources will result in the student being asked to “log off” the

computer. More serious misuse will result in disciplinary action through the appropriate administrator. Inappropriate computer use is described in the Student-Parent Handbook.

The library will be left in good order at the end of each period. All materials taken from the library must be signed out. Materials circulate for a period of two (2) weeks, with the option of renewal. Reserve and reference materials circulate overnight and are to be returned the following school day by 8:00 am.

Overdue notices are distributed to homerooms once a week. Letters are sent quarterly to parents of students with grossly overdue materials. Students will be billed for lost and unreturned materials.

CAFETERIA: Only those students assigned to the lunch period should be in the cafeteria. During lunch periods, students are expected to be orderly when going to the cafeteria, in the lunch lines and while eating. Each student is to clean up after him/herself before he leaves, and this should be enforced by the cafeteria supervisors. Students who attempt to take food out of the cafeteria are to be instructed to return until the food has been eaten and wrappers deposited in the waste can.

CORRIDOR AND OPEN AREA REGULATIONS: Students should conduct themselves in a polite, safe, and civil manner. **It is the responsibility of all teachers/staff to monitor and react to those behaviors that are inappropriate.** Often a warning issued to the involved student(s) to change their behaviors will suffice. If the situation does not correct, then a referral to the appropriate administrator is the next step to be taken. The student(s) will be dealt with according to the District Policy on School Discipline/Students Rights and Responsibilities.

STUDENT PASSES: If a teacher feels it is necessary to send a student out of class for an important reason/errand, the teacher/staff should completely fill out a “Blue” corridor pass for the student with times and destinations. It is the responsibility of all teachers/staff to limit the number of students moving about in the halls during class time.

**5.7a**  
**Network Use Policy**

**Whitesboro Central School District - Employee Computer Use Agreement**

**ALL TECHNOLOGY AND ELECTRONIC RESOURCES ARE INTENDED FOR INSTRUCTIONAL PURPOSES THAT WILL ULTIMATELY BENEFIT THE STUDENT.**

Every Whitesboro Central School District employee will be required to read and acknowledge this computer Acceptable Use Agreement. This agreement replaces previous agreements.

Computer use is often a valuable and necessary component of an employee's work. In addition, varying work responsibilities result in access to information sources such as software, programs, the Internet, and the district's computer network. Although employees may have access to these information sources, their use must be specially authorized. Access and authorization to information and equipment carry a corresponding responsibility to their appropriate use. Access should be primarily for educational and professional or career development activities. Electronic mail and telecommunications shall not be utilized to share confidential information about students or staff without authorization. No staff member may disclose, use, or disseminate any personal information regarding students or staff without authorization.

All hardware, including computers and equipment, is the property of Whitesboro Central School District and will fall under the guidelines listed below. Expectations of employees include, but are not limited to, the following:

**1) Student Personal Safety**

- a. Employees who supervise students with access to technical resources shall be familiar with the Whitesboro Central School District Student Internet Use Agreement and enforce its provisions.
- b. All student computer use must be supervised.

**2) Illegal or Destructive Activities**

- a. Employees shall not go beyond their authorized access to the district network or other computer equipment or software including the files or accounts of others.
- b. Employees shall not disrupt or attempt to damage or disrupt any computer, system, system performance, or data.
- c. Employees shall not use district equipment to engage in illegal acts.

**3) System Security**

- a. Employees are responsible for the security of their computer equipment, files and passwords.
- b. Employees shall promptly notify their immediate supervisor of security problems.
- c. Employees with access to student records may not use, release, or share these records except as authorized by Federal and State law.

**4) Inappropriate Conduct**

The following are prohibited when using any technical resource:

- a. Obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language;
- b. Potentially damaging, dangerous, or disruptive material;
- c. Personal or generalized harassment in violation of district policies; and
- d. False or defamatory information.

## **Whitesboro Central School District - Employee Computer Use Agreement (Cont'd.)**

### **5) Plagiarism and Copyright Infringement**

- a. Works may not be plagiarized.
- b. The rights of copyright owners are to be respected. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by copyright. If an employee is unsure whether or not a work can be used, the copyright owner should be contacted for permission.
- c. Software copyrights and software licenses must be strictly respected.

### **6) Inappropriate Access to Material**

- a. Technical resources shall not be used with material that is profane, obscene (pornographic), or advocates illegal acts, violence, or illegal discrimination.
- b. Business use of instant messaging within Group Wise is allowed for Whitesboro staff. Personal instant messaging is highly discouraged. The use of Internet games, web chats, unauthorized software, or other instant messaging software (e.g. AOL Instant Messenger, etc.) is prohibited except when specifically authorized by the District Superintendent (or designee).
- c. Inadvertent inappropriate access shall be reported immediately to the supervisor.

### **7) Expectation of Privacy**

- a. Employees have no expectation of privacy in files, disks, or documents that have been created in, entered in, stored in, downloaded from, or used on district equipment.

### **8) Services and Assumption of Risks**

- a. Whitesboro Central School District makes no warranties of any kind, whether express or implied, for services provided and is not responsible for any damages suffered while on the system to include loss of data and inaccurate or poor quality information obtained from the system. Users are responsible for backing up data stored on the hard drive of any computer assigned to them.

### **9) Discipline**

- a. Staff members who engage in unacceptable use may lose access to the ITS (Information Technology System) and may be subject to further discipline under the law or in accordance with applicable collective bargaining agreements.
- b. Deliberate violations of this agreement (e.g., malicious acts or omissions; searching for, viewing or otherwise visiting pornographic or sexually explicit sites) are cause for disciplinary action.

10) **Unacceptable Uses**

- a. The following uses will be regarded as not acceptable:
  - (1) Illegal or malicious use, including downloading or transmitting of copyright material such as music, videos and games.
  - (2) Use for racial, sexual or other harassment in violation of district policy.
  - (3) To access, view, or transmit pornographic or obscene material.
  - (4) To solicit personal information with the intent of using such information to cause emotional or physical harm.
  - (5) To disrupt the work of other users. This included the propagation of computer viruses and use of the Internet to make unauthorized entry to any other Internet resource.
  - (6) Use for private business purposes. This includes the installation or loading of personal business programs onto your computer for your use for tasks not associated with your Whitesboro Central School District job duties.

11) **Etiquette**

- a. The following general principles should be adopted:
  - (1) Be polite; do not be abusive in messages to others.
  - (2) Use appropriate language: Remember that you are a representative of Whitesboro Central School District and that you are using a non-private network.
  - (3) Do not disrupt the use of the Internet by other users.

12) **E-Mail massive files during peak hours and other high volume activities.**

- a. Every user is responsible for all e-mail originating from their user ID (e-mail address). Forgery or attempted forgery of electronic mail is prohibited. The organization's e-mail standard (currently, Group Wise) is the only allowable e-mail to be used. Do not access your personal e-mail account (ex. Hotmail, AOL, etc.) through the Whitesboro Central School's network.
- b. Attempts to read, delete, copy or modify the e-mail of other users are prohibited.
- c. E-mail is NOT private. The District Superintendent (or designee) has the right of access to all e-mail sent or received. In the event of Whitesboro Central School District being involved in any legal proceedings, any relevant e-mails (including Internet e-mail) may have to be disclosed, on the same basis as the case for written documents.
- d. Forwarding of chain letters is not allowed.
- e. Excessive personal use of email, during the work day, may result in disciplinary action.

**5.7b**

**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES  
(ACCEPTABLE USE GUIDELINES)**

**Program Implementation**

The Whitesboro Central School District recognizes that effective use of technology is important to our students and will be essential to them as adults. Consequently, the School System 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 "Internet." The District shall provide personnel support for such usage.

The DCS is for educational and/or research use only and must be consistent with the goals and purposes of the Whitesboro Central School District. The standards of acceptable use as well as prohibited conduct by students accessing the DCS, as outlined in District policy and regulation, are not intended to be all-inclusive. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. In addition to the specific standards of student conduct delineated in this regulation, the general requirements of acceptable student behavior expected under the District's school conduct and discipline policy and the Code of Conduct also apply to student access to the DCS. Communications on the network are often public in nature. General school rules for behavior and communications apply.

Legal and ethical implications of software use will be taught to students of all levels where there is such software use. In addition, the building principal or his/her designee and/or classroom teacher will be responsible for informing District students of rules and regulations governing student access to the DCS.

In order to match electronic resources as closely as possible to the approved District curriculum, District personnel will review and evaluate resources in order to offer "home pages" and menus of materials which comply with Board guidelines governing the selection of instructional materials. In this manner, staff will provide developmentally appropriate guides to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the District curriculum. As much as possible, access to the District's computerized information resources will be designed in ways which point students to those which have been reviewed and evaluated prior to use. While students may be able to move beyond those resources to others which have not been evaluated by staff, students shall be provided with guidelines and lists of resources particularly suited to the learning objectives.

### **Standards of Conduct Governing Student Access to the District Computer System**

Inappropriate use of the DCS may result in disciplinary action, including suspension or cancellation of access. Prior to suspension or revocation of access to the DCS, students will be afforded applicable due process rights. Each student who is granted access will be responsible for that usage. The DCS is provided for students in support of their educational program and to conduct research and communicate with others. Student access to external computer networks not controlled by the District is provided to students who act in a considerate and responsible manner. Individual users of the District's computerized information resources are responsible for their behavior and communications over the District computer network. It is presumed that users will comply with District standards and will honor the agreements they have signed.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be Whitesboro Central School District property and subject to control and inspection. The computer coordinator may access all such files and communications to insure system integrity and that users are complying with the requirements of

District policy and regulations regarding student access to the DCS. Students should **NOT** expect that information stored on the DCS will be private.

During school, teachers will guide students toward appropriate materials. Outside of school, parents/guardians bear responsibility for such guidance as they do with information sources such as television, telephones, movies, radio and other potentially offensive/controversial media.

Use of the DCS which violates any aspect of Whitesboro Central School District policy; the Code of Conduct; and federal, state or local laws or regulations is strictly prohibited and may result in disciplinary action in compliance with applicable District guidelines and/or federal, state and local law including, but not limited to, suspension and/or revocation of access to the DCS. In addition to the District's general requirements governing student behavior, specific activities shall be prohibited by student users of the DCS including, but not limited to, the following:

- 1) Using the DCS to obtain, view, download, send, print, display or otherwise gain access to or to transmit materials that are unlawful, obscene, pornographic or abusive.
- 2) Use of obscene or vulgar language.
- 3) Harassing, insulting or attacking others.
- 4) Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or by electronic means.
- 5) Using unauthorized software on the DCS.
- 6) Changing, copying, renaming, deleting, reading or otherwise accessing files or software not created by the student without express permission from the computer coordinator.
- 7) Violating copyright law, including the illegal file sharing of music, videos and software.
- 8) Employing the DCS for non-educational, commercial purposes, product advertisement or political lobbying.
- 9) Disclosing an individual password to others or using others' passwords.
- 10) Transmitting material, information or software in violation of any District policy or regulation, the District Code of Conduct, and/or federal, state and local law or regulation.
- 11) Revealing personal information about oneself or of other students including, but not limited to, disclosure of home address and/or telephone number.

Network accounts are to be used only by the authorized owner of the account. Any user of the DCS that accesses another network or computer resources shall be subject to that networks acceptable use policy.

If a student or a student's parent/guardian has a District network account, a non-district network account, or any other account or program which will enable direct or indirect access to a District computer, any access to the DCS in violation of District policy and/or regulation may result in student

discipline. Indirect access to a District computer shall mean using a non-district computer in a manner which results in the user gaining access to a District computer, including access to any and all information, records or other material contained or stored in a District computer.

### **Sanctions**

- 1) Violations may result in suspension and/or revocation of student access to the DCS as determined in accordance with appropriate due process procedures.
- 2) Additional disciplinary action may be determined at the building level in accordance with existing practices and procedures regarding inappropriate language or behavior, as well as federal, state and local law.
- 3) When applicable, law enforcement agencies may be involved.

### **Security**

Security on any computer system is a high priority, especially when the system involves many users. Users of the DCS identifying a security problem on the District's system must notify the teacher in charge. A student is not to demonstrate the problem to other users. Attempts to log on to the DCS as a computer coordinator may result in restriction or suspension of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the DCS. Further, any violations regarding the use and application of the DCS shall be reported by the student to the teacher in charge.

### **Notification/Authorization**

"Passive Consent" (Opt-out) Student access to the DCS will automatically be provided unless the parent has submitted written notification to the District that such access not be permitted. Procedures will be established to define the process by which parents may submit a written request to deny or rescind student use of the DCS in accordance with law, Commissioner's Regulations and/or District policies and procedures. (Refer to Form #7315F.1-B -- Computerized Information Resources Parent/Guardian Notification/Request To Deny Computer Usage).

## **WHITESBORO CENTRAL SCHOOL DISTRICT COMPUTERIZED INFORMATION RESOURCES PARENT/GUARDIAN NOTIFICATION/REQUEST TO DENY COMPUTER USAGE**

### **PARENT/GUARDIAN NOTIFICATION REGARDING COMPUTER USAGE**

In order to become a user of the Whitesboro Central School District's computer facilities, equipment, and Internet accounts, I understand that it is necessary to comply with District policy and regulations for the use of technology as presently in force and as may be amended from time to time. A violation of the District's policy and/or regulations regarding use of computerized information resources ("Acceptable Use Guidelines") may result in the loss of computer access, disciplinary action and/or prosecution in accordance with law, regulation and/or the District Code of Conduct. I further understand that access to the computer facilities may include filtered access to the Internet.

I understand that individuals and families may be liable for violations of District policies and regulations/procedures for such use. While every reasonable effort will be made by School District personnel to monitor proper usage and provide Internet filters to questionable materials, it is the parent's responsibility for guidance of Internet use – setting and conveying standards for their son/daughter to follow when selecting, sharing or exploring information and media. Students who abuse the acceptable use of technology on the Internet may be removed from access in accordance with applicable due process procedures.

I have reviewed the Whitesboro Central School District Acceptable Use Policy and Regulations for use of technology with my son/daughter. In consideration of the use of the Whitesboro Central School District networks and in consideration for having access to the information contained on them and an Internet account, I release the Whitesboro Central School District from any claims of any nature arising from my son/daughter's use of the Internet.

#### **PARENT/GUARDIAN REQUEST TO DENY COMPUTER USAGE**

In order to achieve the career development and technical education (occupational) learning standards articulated by the New York State Department of Education, students will be provided access to instructional materials and processes available only through the use of computers. **I understand that if I do not request, in writing, that my child not use computers, an account will be created to facilitate such access.**

Parental requests to deny student use of District computers will be considered in accordance with law and/or regulations.

#### **5.7c**

#### **SURVEILLANCE CAMERAS**

The Whitesboro Central School district promotes student, staff and visitor safety in all District facilities, grounds and buses. In an attempt to ensure a safe and effective learning environment, the Board promotes the use of surveillance cameras when necessary in all District facilities, grounds or buses. Surveillance cameras will be used in public areas and other non-public areas, except areas such as rest rooms and locker rooms where there is reasonable expectation of privacy. Audio recordings will not be made in conjunction with the use of cameras. Such prohibition does not preclude the use

of audio recordings by law enforcement or District personnel when used in accordance with their official duties and as authorized by law.

## **5.8**

### **Student Picture I.D. Cards**

All students in grades 6-12 will be issued picture I.D. cards to begin the school year in September. These will be used for buying lunch in the cafeteria, checking media resources out of the library, for admission to dances or other designated student activities, and for general identification of students. Students will be expected to carry these with them at all times during the school day and to show them to staff as requested.

Replacement costs for lost or damaged cards will be \$5.00 per card and will be the responsibility of the student to replace it.

## 6.1

### SECTION SIX - GRADING PROCEDURES/POLICIES, CREDITS GRADING PHILOSOPHY

The classroom teacher has the primary responsibility to evaluate students and determine student grades. Grading is considered a positive tool to indicate achievement and development in each class or subject area in which a student is enrolled.

A uniform grading system will be utilized. Classroom teachers will evaluate students and assign grades according to the established system.

It is to be recognized that a student is an individual with his/her own abilities and capabilities. It is also recognized that an individual is part of a society which is achievement-oriented and competitive in nature. Hence, when a student's achievement is evaluated, attention should be given to his/her unique characteristics and to accepted standards of performance in the educational setting.

All students are expected to complete the assigned class work and homework as directed. Students are also expected to participate meaningfully in class discussions and activities in order to receive course credit. If work is missed due to absence, the student is expected to make up the work. The student and/or the student's parent(s) or guardian(s) should discuss with the student's teacher an appropriate means of making up the missed work. With the possible exception of absences intended by the student as a means of gaining an unfair academic advantage (e.g. to secure more time to study for a test), every effort will be made to provide students with the opportunity and assistance to make up all work missed as a result of absence from class.

The following guidelines will be observed:

1. Students and their parents will be provided with information in writing regarding classroom attendance/participation and course credit policies upon their admission to school and at the beginning of the school year.
2. Grading procedures should be clearly spelled out in writing, including a breakdown of how a quarterly grade is arrived at, for example, the specific percentages for tests, quizzes, projects, and class participation. Parents are to be informed regularly, at least eight (8) times a year, of their child's progress.
3. The use of marks and symbols will be appropriately explained.
4. Grading will not be used for disciplinary purposes, i.e., giving lower grades for unexcused absences, as opposed to giving lower grades for failure to complete assigned work or for lack of class participation. However, a student's misconduct that is directly related to his/her academic performance (e.g., plagiarism, cheating on a test, avoiding an exam to secure more time to study), may be reflected in the student's grade.

5. In determining a student's grade, a teacher should evaluate the student's performance on all aspects of the course, including but not limited to tests, quizzes, laboratory work, research papers, long-range assignments, homework, and class participation.

The professional judgment of the teacher should be respected. Once a grade is assigned to a student by a teacher, the grade may only be changed by the building principal after notification to the teacher of the reason for such change.

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## 6.2

### SECTION SIX – GRADING PROCEDURES/POLICIES, CREDITS GRADING SYSTEM

**Computation of Final Averages:** In order to pass a course, a student must attain at least 65% in the final average. The final average is computed on the basis of  $\frac{1}{4}$  for each quarter. For the 2009-2010 school year final exam grades will not be counted as  $\frac{1}{5}$  of the grade.

**Grading Procedure:** A grade of 50 is the minimum grade which may be assigned for the first quarter of a semester course and for the first and second quarter of a full year course. In determining the final course grade, teachers have the option of utilizing the actual grade for each quarter.

**Failing Subjects:** Students who fail a course mandatory for graduation must repeat it either in summer school or during the next school year. Students may also choose to complete 20 hours of tutoring with a teacher certified in the content area. Where a prerequisite is required for a course that prerequisite must be fulfilled prior to enrollment in that course. The only exception to this procedure will allow a senior to double up in an academic area in order to meet graduation requirements.

**Honor Roll:** In computing an overall average for the honor roll, only classes with a final exam are included. Physical Education, Driver Education, and Religious Education grades will not be included. The procedure used is an arithmetic averaging with each mark carrying a weight of one. Only averages of 85.00 – 89.99 are eligible for the 85+ honor roll; only averages of 90.0 and above are eligible for the 90+ honor roll. To qualify for the honor roll, students must have no failing grades.

Revised 8/09

### 6.3

#### SECTION SIX - GRADING PROCEDURES/POLICIES, CREDITS

**GRADE REPORTING:** Parents are to be informed regularly, at least 8 times a year, of their child's progress. Progress reports are distributed to all students one week following the five-week point of each quarter. A quarterly report card to parents is distributed to students one week after the end of quarters 1, 2, and 3. The 4th quarter report is mailed to parents.

The inputting of grades and comments for progress reports and report cards is done by individual teachers utilizing our grade reporting module of our School Tool student management system. Specific instructions are provided to staff for doing this process. Initial training is provided and further assistance is available as necessary provided by our computer technology support personnel.

**PROGRESS REPORTS:** The purpose of the Progress Report is to give parents, the administration, and the guidance counselor an up-to-date report on the student's behavior, attitudes, and academic achievement. It is sent to advise parents of their children's mid-quarter progress. Frequently, parent conferences are generated from these reports.

**All students** will be sent a Progress Report home at the five-week point of each quarter. Teachers will utilize the same format as they do for Report Cards, except they do not need to indicate a specific grade, rather a grade range will be utilized, along with specific comments.

In addition, teachers may be requested to prepare informal progress reports for students upon requests from parental conferences. Every attempt will be made to give staff available time to prepare them, but they may be on short notice.

## 6.4

### SECTION SIX - GRADING PROCEDURES/POLICIES, CREDITS

#### REPORT CARDS

A quarterly report to parents is distributed to students one week after the end of quarters 1, 2, and 3. The 4th quarter report is mailed to parents.

Copies of the report to parents are also sent to the Guidance Department and Assistant Principal for Student Activities. A copy remains on file in the main office for examination by teachers.

Grades are never to be given to students at the end of a marking period before the report to parents is distributed or mailed.

#### COMMENT CODES

A list of comment codes follows which includes both positive comments and comments related to areas in need of improvement. Teachers are expected to utilize at least one of these comments, either positive or an area in need of improvement on each progress report or quarterly report card. This is especially necessary if a student's grade drops substantially, for example, from an A to a B, to indicate to the parent the deficient area. See Section 6.7 in the Table of Contents, to view the available Comment Codes. Teachers also have the option of writing their own personalized comments for individual students utilizing the School Tools Student Management System's grading program.

#### CLASS ATTENDANCE REPORTING

In an attempt to reinforce the importance of regular class attendance, it is required that teachers input the number of days of class absence on the 5-week progress reports and quarterly report cards. Absences will be cumulatively tallied over the course of the year. All absences will be included in the total, including school-related absences from class due to field trips, music lessons, college visitations, etc.

revised 8/09

## 6.5

### WHITESBORO HIGH SCHOOL

#### MARKING PROCEDURE/GRADE REPORTING CALENDAR

## 2009-2010

	First Qtr.	Second Qtr.	Third Qtr.	Fourth Qtr.
Progress report grades/comments to be inputted by NOON	Oct. 13	Dec. 21	March 15	May 17
Progress reports issued (tentative date)	Oct. 16	Dec. 23	March 19	May 21
Marking period ends	Nov. 13	Jan. 29	April 9	June 23
Grades/comments inputted by noon*	Nov. 17	Feb. 2	April 13	See Closing Check List
Report cards taken home by	Nov. 20	Feb. 5	April 16	Report Cards Mailed 6/30

\* Verification sheets must be handed into the BOCES SchoolTool person located in the Guidance Office by end of same day.

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## 6.6

### SECTION SIX - GRADING PROCEDURES/POLICIES, CREDITS

**INCOMPLETES:** At the end of each quarter, except the final quarter for the course, if the required work has not been completed by the student and the teacher deems the reason sufficient (such as extended illness, an accident, death in the family, etc.) he may record a mark of "I" indicating an incomplete. In such cases, the student has two weeks after the date ending the marking period to bring the completed assignments to the teacher,

whereupon the teacher will inform the office of the correct mark, and the records will be changed accordingly. All incompletes not changed by the teacher at the end of this two-week period will be automatically changed to a 50 (or actual numerical average at the teacher's discretion) by the office.

The student who has been in attendance, but neglected to turn in work when due, should receive a zero for the work rather than an incomplete with additional time to complete the assignment.

Students should be informed at the time they are given a mark of incomplete and a definite arrangement made to make up the necessary assignments.

All incompletes will be counted as a zero for purposes of Quarterly Honor Roll selection, as the Honor Roll is made up immediately after the report cards are run off. Thus, an incomplete will almost result in a student being left off the current honor roll.

A mark of incomplete is not permitted on the final quarter of any course. At the end of the course the teacher must determine a mark that takes into consideration the missing assignments.

**FAILURE NOTICES:** At the end of the school year, it is extremely important that students who have failed courses are notified immediately so that they may register for Summer School.

For this reason, all teachers marking final examinations in June are requested to mark the papers of likely failures first and to record the fourth quarter mark, test mark, and final school grade of all failures on the forms that are available from the main office. These forms are called Course Failures or Regents Failures and are set up in duplicate. They should be returned to the guidance office as soon as possible by 3:00 PM of the day following the examination.

When these failing forms are received in the guidance office one will be retained by the guidance department and the other copy will go to the department head. The copy for guidance will be given to the counselors for the purpose of registering students for summer school and making necessary changes in the student's schedule for the following year.

## 6.7

### SECTION SIX - GRADING PROCEDURES/POLICIES, CREDITS

**MAKE-UP OPPORTUNITIES:** Students who are absent shall be given reasonable time to make up assignments or tests missed during their absence. A general rule of thumb to go by is one day for each day absent, but giving special consideration to long-term absences, i.e. a week or more. When necessary and applicable, assignments may be sent home and teachers shall be available to render necessary assistance. Students whose misconduct is directly related to the student's academic performance (e.g., plagiarism) may be denied the opportunity to make up work. Pursuant to several Commissioners' decisions, noted below, we must offer an equal opportunity for students to make up missed classwork regardless of whether the absence is excused/legal, or unexcused/illegal.

It is the student's responsibility to request all makeup assignments or tests from subject teachers following absence from class. The student must request assignments early enough to allow adequate time for completion prior to the end of the marking quarter.

**Ref:**

Matter of Augustine, 30 EDR 13 (1990)

Matter of Shannon, 26 EDR 218 (1986)

Matter of Falcigno, 22 EDR 599 (1983)

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## 6.8

### GRADING PROCEDURES/POLICIES, CREDITS

#### HOME TUTORING

In the case of extended illness, parents should request home tutoring by contacting their child's guidance counselor. Written verification from a physician regarding the need for home tutoring is necessary. However, even if home tutoring is not necessary, students, parents, and teachers should communicate so that work can be sent home during periods of illness.

Once a tutor is obtained by the school, that tutor will contact the student's parent(s) or guardian to arrange for the specific date and time to begin tutoring. After this initial contact, it is then up to the tutor and the parent or guardian to make arrangements for the continuation of tutoring (i.e. mutually agreed upon dates and times).

**Teacher Responsibilities:**

- provide work for the student as requested by the guidance counselor
- this should be provided within a 24 hour period, upon notification by the

- guidance counselor
- work should be delivered to the attendance office

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## 6.8c Home Tutoring Procedures

Provisions for students who are assigned out of school suspension:

Every attempt will be made to provide a tutor for these students suspended out of school – 3 or more days

- priority for those students who are of mandatory school age – 16 or below

### Administrative Responsibilities

- the administrator who suspends the student out of school will be responsible for notifying the parent of the suspended student of their opportunity for a tutor – (parent may decline this offer)
- the administrator will notify the student's guidance counselor of the suspension and the need to secure a tutor
- the administrator will notify the attendance clerk of the timeframe of the student's out of school suspension
- advise the student of the need to take textbooks, notebooks home for use during their period of suspension

### Guidance Counselor Responsibilities

- utilizing the list of available tutors, make arrangements to secure a tutor for the student as soon as possible – share with the tutor a contact telephone number of the parent
- notify the teachers of the suspended student as soon as possible of their need to provide work for the student, via a form distributed by the guidance secretary requesting work for the student.
- follow up with those teachers who have not sent work in as notified by the attendance monitor

### Teacher Responsibilities

- provide work for the suspended student as requested by the guidance counselor
- this should be provided within a 24 hour period, upon notification by the guidance counselor
- work should be delivered to the attendance office

### Tutor Responsibilities

- per assignment via the guidance counselor, the tutor should contact the parent to make arrangements for a mutually agreeable place, day, and time to commence the tutoring of the student
- tutoring should be for an average of 2 hours per school day during the period of suspension, covering the primary core subject areas
- arrange to pick up the student's work from the Whitesboro High School attendance office, return the work to the attendance office on a regular basis
- tutoring should be arranged either in a public setting such as a library, or if at the student's house, a parent needs to be present in the home at all times

### Guidance Secretary Responsibilities

- receives all assignments from the teachers of the suspended student
- contacts the student's guidance counselor if the work is not received within the 24 hour timeframe
- returns all completed work from the tutors to the classroom teacher via the mailboxes

8.09

## 6.9

### GRADUATION REQUIREMENTS

The Board of Education minimum standards and the New York State Regents minimum standards are required for graduation from high school.

All school programs have one main purpose even though they provide a variety of experiences to students. This purpose is to help all students develop and acquire the skills, abilities, knowledge and attitude necessary to work toward high school graduation. Eligibility of a student for a High School or a New York State Regents Diploma will be determined by the high school principal on the basis of the official high school record. Students who meet the requirements may be issued a diploma.

<u>Required Subjects</u>	<u>Regents Diploma</u>	<u>Regents Diploma with Advanced Designation</u>
English	4 units	4 units
Social Studies	4 units	4 units
Mathematics	3 units	3 units
Science	3 units	3 units
Second Language	1 unit	3 units
Health	1/2 unit	1/2 unit
Art / Music	1 unit	1 unit
Physical Education	2 units	2 units
Electives	4 units	2 units
<i><u>Total</u></i>	<i><u>22 1/2 units</u></i>	<i><u>22 1/2 units</u></i>

### PLUS

- a) All students shall meet sequence requirements by successfully completing three units of credit in science and three units of credit in mathematics.
- b) Students seeking a Regents Diploma may be exempted from the second language requirement by completing a 5 unit sequence in art, music or occupational education. The students must also substitute another three unit sequence in place of the second language requirement.
- c) Students in the class of 2005 and beyond must successfully complete one unit of a second language and score a 65 or above on English 11 Regents, Global Studies Regents, U.S. History & Government Regents, Math I & II or A Regents, and one Regents exam in Science. For an Advanced Regents Diploma, students need to pass with a 65, the Math B Regents and pass a second Regents exam in Science.
- d) Graduation requirements in Science for the Class of 2005 and beyond include 3 credits in Science. Student must take two Regents courses, one from the Living Environment and one from the Physical Setting. Students must pass one Regents exam.

### New York State Testing Requirements:

<u>Graduating Class</u>	<u>Regents Exams Required</u>	<u>Regents Diploma</u>	<u>Regents Diploma with Advanced Designation</u>
2005 and Beyond	English	N/A	65-100
	Math A	N/A	65-100
	Global History	N/A	65-100
	U.S. History	N/A	65-100
	Science	N/A	65-100

### TYPES OF DIPLOMAS

For students entering grade 9 in 2001 (Class of 2005) and thereafter, the following types of diplomas are available:

Regents Diploma  
Regents Diploma with Advanced Designation  
High School Equivalency  
I.E.P.

### **EARNING A REGENTS DIPLOMA (FOR Class of 2005 and beyond)**

Earn 22 ½ units of credit and successfully complete five New York State assessments (or approved alternatives). The following are included:

ENGLISH – FOUR UNITS OF CREDIT AND THE Regents exam in English

SOCIAL STUDIES – Four units of credit and the U.S. History and Global Studies Regents exam

SCIENCE – three units of credit and one Regents exam

MATHEMATICS – three units of credit and one Regents exam

ARTS – (including dance, music, theatre, visual arts) – one unit of credit the course must be taught by a certified teacher and follow a state developed or state approved syllabus; or, a locally developed syllabus approved by the commissioner.

HEALTH – ½ unit of credit, taught by a certified teacher

SECOND LANGUAGE – one unit of credit, which can be earned by passing the proficiency exam

PHYSICAL EDUCATION – two units of credit

TECHNOLOGY – the learning standards met either in a technology course or through a specialized interdisciplinary course combining technology with math and/or science

PARENTING – the learning standards met through a parenting course or through integration in a course in health or family and consumer sciences

**EARNING A REGENTS DIPLOMA WITH ADVANCED DESIGNATION**

Students must pass the following:

A. Two Regents exams in math

B. Two Regents exams in science, at least one in life science and one in physical science

C. Two additional units in a second language (for a total of three units) and the Regents exam in that language

Students can earn a five-unit sequence in either occupational education or the arts in lieu of taking the second and third units of credit in a foreign language



## SECTION SEVEN – SUPERVISORY ASSIGNMENTS

Supervisory assignments are divided into categories:

- A. Bus Supervision
- B. Study Hall Supervision
- C. Activity Period Supervision
- D. Other Supervisory Assignments

### A. BUS SUPERVISION

The supervision of the unloading and loading of buses must have constant emphasis on SAFETY. Students should walk at all times within the loading areas, whether approaching or leaving buses, and stay behind the yellow line. Shortcuts between buses are not permitted. General school rules (as apply to throwing snowballs, smoking, etc.) should be enforced by supervisors in the bus areas.

Buses are not to depart until the supervisor signals the front driver and only when he believes it is safe for buses to move. Buses may be detained or stopped when the supervisor believes conditions warrant his doing so.

Please report all late buses, whether arriving or departing, to the Attendance Office. Supervisors should speak to students who are reported for misconduct by the drivers. The more serious offenses are to be reported to the Assistant Principal as soon as possible.

#### A.M. BUS SUPERVISION

Supervisors are to be on duty from 7:45a.m. until 8:00 a.m.

#### P.M. BUS SUPERVISION (Regular Dismissal)

Report to stations immediately upon dismissal. Under normal conditions, buses will be released ten minutes after the dismissal time.

**ACCIDENTS ARE PREVENTED BY STRICT ENFORCEMENT OF THE ESTABLISHED RULES AND REGULATIONS, PLUS GOOD JUDGMENT.**

### B. STUDY HALLS

Teachers are responsible for the overall supervision of students during study halls. Students should be orderly and on task throughout the time spent in study hall. The use of electronic devices are prohibited during this time period.

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## SECTION SEVEN – SUPERVISORY ASSIGNMENTS

### LUNCH PERIOD SUPERVISION GUIDELINES

Supervision of various areas of the building during this part of the day is essential for both operational and legal reasons. This responsibility rests with the entire staff and requires the attention of each staff member if proper conduct and control are to be maintained.

To assure that the appropriate areas of the building receive proper supervision during the lunch period, staff members are assigned as stated in this section. Each area has a number which is indicated in the teacher's schedule. Following is a description of the duties relating to areas of supervision.

These general rules should be enforced by all supervisors:

1. No littering.
2. Return trays and dishes to the dishwashing area.

3. No throwing of food, refuse, or other objects.
4. Clean up table before leaving the cafeteria.
5. No gambling.
6. No loud or disorderly conduct.
7. No sitting on tables or putting feet on tables.
8. No overt acts of affection.
9. No food or drink may be taken from the cafeteria.
10. No harassment or panhandling.

### Halls

All staff members should assist in supervising hallways in-between classes.

## 7.3

### SECTION SEVEN – SUPERVISORY ASSIGNMENTS – 2009-2010

#### ACTIVITY PERIOD SUPERVISION

Beginning Period 10 (2:45-3:30 p.m.)

On a rotation basis during the year, teachers are assigned activity period supervision. At the beginning of the activity period (2:45 p.m.) teachers on duty are to check both upper and lower levels in the Middle School and in Parkway station themselves near the main office and ask students to leave these areas and proceed to their destination (clubs and activities, detention, buses, etc.). Supervisors must stay visible and active throughout this time period.

The supervision schedule follows below:

8.1  
**WHITESBORO MIDDLE SCHOOL CAMPUS  
SAFETY AND SECURITY**

Our number one priority in this school is teaching and learning. We have a responsibility to maintain a safe and non-threatening environment conducive for this purpose. No student has the right to disrupt this environment, interfering with other students' learning or teachers' instruction. Those students who disrupt this process through their actions or words will be disciplined according to our written code of conduct. We will not tolerate any acts of harassment or threatening behavior. Those incidents should be reported to the administration. We will continue to take the appropriate measures to maintain a safe and non-threatening learning environment every day for all students.

**Building Safety/Security Procedures**

- 1) All teachers are to be supervising the hallways during student passing time. This includes the passing time before homeroom period in the morning, 8:00-8:09 AM, between periods, and at the conclusion of the school day from 2:45-2:55 PM.
- 2) All rooms are to be locked and windows closed whenever a room is unoccupied. Storage areas and unused rooms should be locked at all times. If a room is shared, the teacher who teaches the following period is expected to be in the room to greet their students as they enter. The responsibility is not that of the teacher who taught the preceding period.
- 3) Doors may be left open or closed while class is in session. However, if doors are closed, they must be unlocked with clear visibility from the hallways, where feasible.
- 4) Students are never to be left in a room without teacher supervision. Teachers are to be in their rooms before students enter and are to remain with them until the students are dismissed. Students who are tardy are not to be locked out of rooms and expected to wait in the hallways.
- 5) All students are to be issued a pass whenever they leave a room to move to another location. For example, all students who leave a room to go to the library, office, guidance, lavatory, locker, or to get a drink must be issued a blue pass.
- 6) Students are not allowed to share lockers. All unassigned lockers are to be locked or bolted shut.

**Building Safety/Entry Doors**

- 1) The main entrance to the Whitesboro Middle School is the doorway near the Attendance Office. All students must pass through this security door. Students arriving late to school will need to pass through this security door as well. The following entry doors will be locked at 8:15AM, once students and staff have entered school in the morning:
  - All gymnasium lobby doors. The P.E. staff will be issued cards for entry during classes.
  - All other doors
- 2) Unless there are activities occurring immediately after school in specific areas, such as the gymnasium or auditorium, these entry doors will remain locked.
- 3) Specific entry doors for evening activities will be designated, and only opened 1 half hour before the activity.

**Emergency Protocols**

We will be utilizing the following codes announced over the P.A. to designate specific emergency situations:

- 1) **"LOCKDOWN – NO RESPONSE"** - lockdown situation where all students and staff will remain in their classrooms until notified by the administration to do otherwise. There should be no students in the hallways. Classroom doors and windows should be closed and locked.
- 2) **"LOCKDOWN – RESPONSE"** – same as "no response" except the building response team is to report to the Main Office.

### **Visitor Sign-In/Sign-Out**

All visitors are required to sign in at the Attendance Office, located at our main entrance to the building.. Visitor and handicapped parking is near the front of the building. Visitors will receive a visitor's badge which they will be expected to wear in the building, visible to all. Upon leaving the building, they will also be expected to turn in their visitor badge, sign out, and exit via this location. Staff are expected to question any visitor who does not have a visitor's badge and to direct them back to the Attendance Office to check in, escorting them personally if necessary. All staff should inform the administration of any pre-arranged visitations by speakers or presenters, at least 5 days prior to the date of their visitation. Ex-students wishing to visit teachers must be cleared by the teacher through the attendance office before being allowed access to the instructional areas.

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### **8.2**

#### **Fire Drill Procedures**

In the event of a fire or other emergency, it is critical that the building be evacuated in a safe, orderly and timely fashion. Indicated below are evacuation guidelines which are to be followed:

- All teachers and supervisors should review the evacuation routes for each room they are in. These are posted in all classrooms with exit routes highlighted.
- All students are to remain with and follow the directions of teachers and supervisors. Students are to evacuate the building in an orderly and quiet manner under the direction of the teacher or supervisor to the safe areas outside of the school.
- All teachers and supervisors will bring their class register out with them and take attendance once evacuation is complete. Study hall teachers will bring their sign out sheets and the Librarian will bring all full period passes. Each classroom has a rally paddle with the room number on it. Teachers are to use this rally paddle to ensure that all the students they are responsible for that period will be with the teacher for attendance. Any absent students will be reported to the school administration as soon as possible.
- Those teachers/staff not supervising students should assist in the evacuation and should evacuate as well. The assignments for the Guidance Counselors are as follows: Mr. Burns - Upper "C" section south side, Ms. Militano - Upper "C" section north side, Ms. Gates - the lower "C" section south side, Mr. Everson - the pit area and rooms around the pit, and Mrs. Wyckoff - Warrior Hall and the intersection of the cafeteria and office bridge. The Counselors will monitor and supervise the evacuation as well as signal the administration when the evacuation is complete.
- When an alarm is sounded, the teachers and supervisors will move to the doorway and then will direct the students to proceed in a line towards the escape route for that room. When all students are out of the room, the lights should be turned off and the door closed by the teachers and supervisor as they follow the students out.
- When the evacuation is a drill, the alarm will be sounded once more to signal the return of all persons to the building and to their rooms. The same procedure for evacuation will be followed, but only in the reverse order.
- When evacuating the building, all students will remain on the sidewalks only. There may be emergency vehicles on the roadways.

### **8.3**

#### **EMERGENCY EVACUATION OF STUDENTS AND STAFF WHO ARE PHYSICALLY HANDICAPPED**

1. The school nurse will inform all classroom teachers of those who may need special assistance in the event of an emergency evacuation. You will also receive a copy of the student's schedule.

2. In the event of an emergency evacuation or a drill, it will be the responsibility of the classroom teacher to accompany the physically impaired student to the nearest safety zone noted below for the Whitesboro Middle School Building:

### **SAFETY ZONES – UPPER LEVEL**

#### **8.4**

#### **SAFETY**

#### **BOMB SCARES**

Procedures to be followed when the school receives a call that a bomb has been left in the building.

The following procedure should be used in the event that a bomb threat is received.

- I. The person who receives the call should:
  - A. Write down the exact words of the message received.
  - B. Note voice characteristics, expressions used, background noises, etc. which may later help to identify the caller. One should ask for "hints" as to when the bomb will explode, where it is located and the size.
- II. Notify the building principal -- if unavailable, his/her designee.
- III. The building principal will notify the following individuals, or designees:

A.	Mr. Langone, Superintendent	266-3303	
B.	Kevin Storsberg, Superintendent of Buildings and Grounds	266-3312	736-8168
C.	Bill Reed, Director of Transportation	768-9740	768-7197
D.	Police/Fire Departments	911	
E.	Ronald Hovey - Resource Officer	266-3208	
- IV. Building Principal (or designee) will:
  - A. direct building emergency team to sanitize holding area.
  - B. order the evacuation of students via the public address system and direct them to the holding area. Students should be directed not to go to their lockers.
  - C. notify the bus garage and arrange for student transportation to alternative school site, if necessary.
  - D. notify the building principal at the receiving site of the pending student arrival.

PLEASE NOTE: If alternative school site is deemed necessary:

1. High School and Elementary School students will be transported to the Middle School (Assigned: Grades 9 & 10- Auditorium; Grades 11 & 12- Gymnasium).
2. Parkway students will be sent to the Middle School.
3. Middle School students will be sent to Parkway.
4. In the event that both the Middle and Parkway schools are threatened, students will be transported to the High School.
5. Students should board their regularly assigned school bus. Teachers and staff should also board busses to provide supervision on bus and in the alternative building sites. The principal's secretary will remain at the building to assist the principal.
6. No one will be allowed to drive their automobiles to the alternative site.
7. Custodian in charge will:
  - a. put boilers on night heat.
  - b. shut off all ventilating fans.
  - c. instruct his/her staff to report to the main office and he/she should do the same upon completion of a and b.
8. The use of electrical systems should be minimized since explosives could be triggered by electrical impulses. Staff members should turn off all radio transmitters.
9. The following search procedure is to be followed:
  - a. The principal (or designee) will request that the police search the building. The principal's secretary will record the search team members' names and the areas they were assigned to search.
  - b. The principal (or designee) will make keys available that are to be used only for bomb threat searches. The recipients of the keys should also be recorded.
  - c. The principal will direct the building emergency team members to assist police officials in the building search. Their names, and search locations, must also be recorded by the building secretary.
10. Police, fire and administrative personnel will meet in the building administration offices when the search has been completed.
11. All media contacts should be referred to the school superintendent (or designee). The standard response that is to be given is: "We are investigating the situation. The district has taken precautionary measures for safety of the students and staff."

OTHER ITEMS

1. Bomb threats announcing that a bomb is in a school district (without indicating a specific location) require the evacuation of all school district buildings. (Education Law Section 807) Section 807 is headed "Fire Drills", but the section itself speaks to emergencies, not fires. A section heading does not restrict broader language contained in the body of the section. (People v. Long Island R.R. Co., 194 NY 130.)
2. Bomb threats which indicate that an explosive device is in a car, in the school parking lot, or in another location outside of the building requires that the building occupants remain inside the building. All persons outside the building in parking lots, playgrounds, etc. should be immediately moved into the building or moved further away from the site, whichever action takes students out of harm's way. (Education Law Section 807)
3. Each building principal should identify the holding area to be "sanitized." An inside and outside location should be designated. The inside area should be used in inclement weather.
4. A building emergency team should be designated. These staff members will be responsible for sanitizing the designated holding areas. Team members will also assist in the building search.
5. The routes to be used by students for building evacuation should also be examined and sanitized by emergency team personnel. Particular attention should be given to doorways, entrances and exits.
6. Staff members should be assigned throughout the building to assist all students during the evacuation procedures. These assignments could be the same as fire drill assignments.
7. Attendance procedures, as implemented during fire drills, must be followed. Attendance must also be taken before students load buses to assure all students are accounted for. Absences should be reported to the principal.
8. Every building must develop a procedure for notification of parents in the event that students are transported home.
9. Every building principal must maintain a current list of non-resident students that attend that building. These students must also be accounted for during the evacuation process; and plans for parental notification must be developed. The assistant superintendent can make this information available.
10. Staff members must be directed to search their own areas for any unusual packages or items. This should be done prior to evacuating the building.
11. The Board of Education has the legal authority and responsibility for the care of a building and its occupants. This authority is delegated to the superintendent or his/her designee. After consulting with law enforcement officials regarding their "findings" in a building bomb threat investigation, school authorities must make an informal decision about re-entry into the building.

One of four decisions may occur:

1. re-enter the building and resume classes
  2. relocate the building occupants to another facility
  3. re-enter the building within a set time
  4. have an early dismissal
- (Education Law Section 807)

## 12. Middle School Specific Procedures

- a) **Building Emergency Team at the Middle School:**  
Team lead by Mr. Christopher Staats with assistance given by Mrs. Sheryl Griffith and Mrs. Tamala Smith.
- b) The primary sanitized holding area will be the gymnasium in inclement weather. Otherwise students will be evacuated from the building until a final decision is made in response to the bomb threat.
- c) **Staff Assignments for assistance during evacuation - (Per evacuation plan for fire drills):** Staff remain with students until a decision is made regarding what action will take place and then act accordingly to the decision.
- d) **Procedures for parental notification:** A current list of non-resident students is available for the principal's secretary to use to contact parents of these students by telephone. Parents of resident students of Whitesboro requiring transportation due to early dismissal will be contacted by telephone. Teachers responsible for these students are to remain with them until a decision is made in response to the threat. In the event of early dismissal from school, announcements will be made on the radio and television stations indicated below and at the discretion of the Superintendent of Schools, or his designee.

WIBX-950 AM  
WRUN-1150 AM  
WTLB-1310 AM  
WKLL-94.9 FM

WOUR-96.9 FM  
WFRG-104.3 FM  
WUUU-93.5 FM

WUTR-TV  
WKTV Utica  
WADR-1480 AM

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- e) All staff are to follow the evacuation procedures per fire drills and should visually check their areas before leaving the building for any suspicious or out of place items. If they spot something unusual or out of the ordinary, they are to report it to the principal or his designee immediately. Under no circumstances is any unusual or suspicious object to be handled by anyone but a trained law enforcement officer.
- f) All staff are to follow the evacuation procedures per fire drills and should visually check their areas before leaving the building for any suspicious or out of place items. Exit routes used by students for building evacuation should be examined and sanitized by emergency team personnel. Specific attention should be given to doorways, entrances, and exits. If they spot something unusual or out of the ordinary, they are to report it to the principal or his designee immediately. Under no circumstances is any unusual or suspicious object to be handled by anyone but a trained law enforcement officer.

#### Pre-Clearance and Security Screening in Lieu of Evacuation

If the school administrator chooses to enact the prudent procedures outlined below, and there is reasonable accountability for ensuring the safety of building occupants, then evacuation is not necessary. (Safety Office memorandum- 11/98)

This approach may be helpful in the event of multiple bomb threats; bomb threats directed at all schools in a county, BOCES or school district. These procedures may also be useful in preparation for administering State examinations if there is a concern over the possibility of a bomb threat.

1. Staff must be assigned to do a "walking through" of buildings and grounds prior to the arrival of students in the morning to assure that there are no suspicious objects in the building.

2. Staff who complete the “walk-through” must report findings to the school principal. Monitors must also be assigned to walk around the outside of the building if State examinations are being administered.
3. A single point of entry to each building for students and staff must be established, and monitored by a school official.
4. School staff will also monitor exits.
5. In the case of State examinations, students must not be admitted to the building for a State examination more than 30 minutes before the start of that examination. The school must ensure that students who will be beginning exams earlier than the normal start time because of a conflict in test scheduling or allowance for extended time are allowed to enter the building at the appropriate time.
6. Students may only be admitted to the building after passing through a checkpoint to ensure that they are bringing with them only lunch/snacks and other pre-approved items, such as inhalers for medical reasons that they are permitted to use; and pens, pencils and specific materials appropriate to the exam, such as a calculator or a compass. Students’ book bags and knapsacks must be inspected.
7. During State examinations, exam locations are to be clearly marked. Except in those schools where regular interaction is occurring during the exam period, students must only be allowed in areas of the building where the exams are being administered.
8. All lockers including unassigned lockers must have locks.
9. A reporting procedure must be in effect for sighting of an unusual object or behavior.
10. Parking adjacent to buildings is not permitted.
11. In the event it is necessary to evacuate the building, the steps previously outlined must be followed.

**ATTENDANCE ROSTER**

(For Use During Lockdown or Other Emergencies)

Teacher's Name: \_\_\_\_\_  
\_\_\_\_\_

Room #

**Your Students NOT Present in the Room**

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____

**Extra Students in the Room  
(NOT Usually There)**

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____

**Usual Staff NOT Present in the Room**

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

**Extra Staff in the Room  
(NOT Usually There)**

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

Comments:

_____
_____
_____
_____
_____
_____