Afton Elementary School
2018-2019 Handbook

We can't hide that Afton Knight pride.

A great place to grow and learn.
# Elementary Communication Guideline

*We hope this communication guideline serves as a helpful resource for you. By following this prescribed order, your questions can be appropriately answered.*

<table>
<thead>
<tr>
<th>Questions About</th>
<th>First Contact</th>
<th>Second Contact</th>
<th>Third Contact</th>
<th>Fourth Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics and Curriculum</td>
<td>Classroom Teacher</td>
<td>Principal: Mrs. Tracy Caeza</td>
<td>Superintendent: Mr. Timothy McNamara</td>
<td>Board of Education</td>
</tr>
<tr>
<td>Classroom Procedures and Management</td>
<td>Classroom Teacher</td>
<td>Principal: Mrs. Tracy Caeza</td>
<td>Superintendent: Mr. Timothy McNamara</td>
<td>Board of Education</td>
</tr>
<tr>
<td>In-School Behavior General</td>
<td>Classroom Teacher</td>
<td>School Counselor: Mrs. Marie Wurtz (K-5)</td>
<td>Principal: Mrs. Tracy Caeza</td>
<td>Superintendent: Mr. Timothy McNamara</td>
</tr>
<tr>
<td>In-School Behavior Harassment, Bullying, Discrimination</td>
<td>Classroom Teacher</td>
<td>Dignity Act Coordinator: Ms. Laura Zanruchha</td>
<td></td>
<td>Superintendent: Mr. Timothy McNamara</td>
</tr>
<tr>
<td>Bus Behavior</td>
<td>Bus Driver</td>
<td>Transportation Supervisor: Mrs. Lynn Bradley</td>
<td>Principal: Mrs. Tracy Caeza</td>
<td>Superintendent: Mr. Timothy McNamara</td>
</tr>
<tr>
<td>CSE (IEP/504)</td>
<td>Special Education Teachers: K-1 Mrs. Katelyn Moody 2-3 Mrs. Megan Williams 4 &amp; 5 Ms. Theresa Lee 12:1:1 Ms. Marissa Lawrence</td>
<td>CSE Chair: Mrs. Tracy Caeza</td>
<td>Superintendent: Mr. Timothy McNamara</td>
<td>Superintendent: Mr. Timothy McNamara</td>
</tr>
<tr>
<td>Board of Education Policies</td>
<td>District Clerk: Mrs. Connie Beames</td>
<td>Superintendent: Mr. Timothy McNamara</td>
<td>Board of Education</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>School Nurse: Mrs. Monna Marrongelli</td>
<td>CSE Chair: Mrs. Tracy Caeza</td>
<td>Superintendent: Mr. Timothy McNamara</td>
<td></td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Cafeteria Manager: Mrs. Donna Comnesso</td>
<td>Assistant Director: Mrs. Connie Babino</td>
<td>Business Manager: Mr. Ken Howard</td>
<td>Superintendent: Mr. Timothy McNamara</td>
</tr>
<tr>
<td>Changes in Emergency Information</td>
<td>Office Staff: Mr. Andrew Graves Mrs. Theresa Schultheis</td>
<td>Principal: Mrs. Tracy Caeza</td>
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<tr>
<td>Transportation Changes Pick Up/Drop Off Information</td>
<td>Office Staff: Mr. Andrew Graves Mrs. Theresa Schultheis</td>
<td>Transportation Supervisor: Mrs. Lynn Bradley</td>
<td>Principal: Mrs. Tracy Caeza</td>
<td></td>
</tr>
</tbody>
</table>
### 2018 – 2019 AFTON ELEMENTARY SCHOOL STAFF

#### ELEMENTARY OFFICE  639-8234
- Tracy Caezza – Principal
- Andrew Graves – Secretary
- Theresa Schultheis – Office Support

#### HEALTH OFFICE STAFF  639-8212
- Monna Marrongelli, Nurse
- Kathy Shaffer, Health Office Aide

#### SPECIAL EDUCATION OFFICE  639-8242
- Tracy Caezza – Director of Special Education
- Kellie Pope – Secretary
- Pamela Haynes – Office Support

#### SPECIAL AREA TEACHERS
| Art       | Lisa Sabol   |
| Band      | Karen Clark  |
| Chorus    | Thomas Bittner |
| Computers | Stacey Gridley |
| School Counselor | Marie Wurtz (K-5) |
| School Counselor | Corbin Brownell |
| Health    | Jessica Wheeler |
| Library   | Leslie McGraw |
| Music     | Thomas Bittner |
| Physical Ed | Jennifer Smith |
| Physical Ed | Lacy Stanton |
| Pool      | Cathy Decker |
| RTI ELA   | Kim Buckler |
| RTI Math  | Janine Hagerman |
| RTI ELA/Math | Nicki Andrews |
| RTI ELA/Math | Nancy Phetteplace |
| Psychologist | Jennifer Karnynski |
| Therapy-O.T. | Harper Najarian |
| Therapy-P.T. | Bill VanKuren |
| Therapy-Speech | Jennifer Roberts |

#### PRE-KINDERGARTEN
- Chelsie Ross

#### KINDERGARTEN
- Kristen Fetterman
- Kevin Kober

#### GRADE 1
- Mary Batsford
- Sarah Lucas

#### GRADE 2
- Donna Scuorzo
- Britanny Traver
- Danielle Umbra

#### GRADE 3
- Sierra Beebe
- Kristen Mayo

#### GRADE 4
- Trevor Beames
- Peggy Wagner

#### GRADE 5
- Jennifer DeYoung
- Paul Slivka

#### SPECIAL EDUCATION TEACHERS
- Marissa Lawrence
- Theresa Lee
- Katelyn Moody
- Megan Williams

#### AIDES-Assigned to Special Education
- Patty Azzarela
- Cindy Keller
- Liz Prezorski
- Stacie Baciuska
- Colleen Kelly
- Kate Stolpinski-Winans
- Erin Cable
- Deanna Lawrence
- Denise Vawter
- Sara Halbert
- Nancy Moffitt

#### AIDES-Assigned to Other Areas
- Franny Baciuska
- Geri Daly
- Matthew Mercilliott
In compliance with provisions of the No Child Left Behind Act of 2001, I wish to inform you that, because your child’s school receives Title I federal funding, you have the right to request information regarding the professional qualification of your child’s classroom teacher(s). Specifically included is your right to know the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;

- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and field of discipline of the certification or degree; and

- Whether your child is provided services by paraprofessionals and, if so, their qualification.

Should you wish to exercise your right to obtain the above information about your child’s teacher, please contact the office of the Superintendent of Schools in writing at the following address to make your request:

Mr. Timothy McNamara, Superintendent
Afton Central School
29 Academy Street, P.O. Box 5
Afton, NY  13730

Should you have any questions concerning the above, please do not hesitate to call (607) 639-8229.

The Afton Central School Board of Education holds its regular meeting on the first Thursday of most months at 7:00 p.m. in the Board Room located in the district office. Special Meetings are held one Thursday of some months. The meeting schedule can be found at www.aftoncsd.org or in the school-wide District Calendar. The Board encourages public participation at Board meetings. Please feel free to attend.

The school board members are:

- President: Maryann Palmetier
- Vice President: Keith Ives, Sr.
- Clerk: Connie Beames
- Members: Henry Bostelman, Ted King, Kim McCaulley
<table>
<thead>
<tr>
<th>JULY 2018</th>
<th>JANUARY 2019 (20+1)</th>
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<tbody>
<tr>
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<td>13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</td>
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<td>22 23 24 25 26 27 28</td>
<td>20 21 22 23 24 25 26 27 28 29 30 31</td>
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</tbody>
</table>

**AFTON CENTRAL SCHOOL INSTRUCTIONAL CALENDAR 2018-2019**

**Key**
- No School — Vacation Day
- No School, Offices Closed
- No School — Conference Day
- Partial Day — Parent-Teacher Conferences
- Regents Day/State Testing

**JULY 2018**
- 4th of July
- 16-17 Regents Exams

**SEPTEMBER 2018 (17+2)**
- 3 Labor Day — No School
- 4-5 Staff Development Day — No School
- 6 First Day for Students

**SEPTEMBER 2018**
- 8 Columbus Day — No School
- 19 Partial Day — Parent-Teacher Conferences

**NOVEMBER 2018**
- 12 Veterans Day — No School
- 21-23 Thanksgiving Recess — No School

**JULY 2018**
- 16-17 Regents Exams

**AUGUST 2018**
- 16-17 Regents Exams

**OCTOBER 2018**
- 8 Columbus Day — No School
- 19 Partial Day — Parent-Teacher Conferences

**NOVEMBER 2018**
- 12 Veterans Day — No School
- 21-23 Thanksgiving Recess — No School

**FEBRUARY 2019**
- 18-22 Presidents’ Day Recess — No School

**APRIL 2019**
- 1 New Year’s Day — No School
- 21 Martin Luther King, Jr. Day — No School
- 22-23 Regents Exams

**MARCH 2019**
- 1 New Year’s Day — No School
- 21 Martin Luther King, Jr. Day — No School
- 22-23 Regents Exams

**MAY 2019**
- 1-3 Math Testing, Grades 3-8
- 24-27 Memorial Day Recess — No School

**JUNE 2019**
- 3 Science Written Test, Grades 4 & 8
- 17 Last Day for MS/HS Students
- 24-27 Memorial Day Recess — No School

**POSSIBLE TAKE-BACK DAYS:** April 15, 16, 22; May 24

**Afton BOE Approved - 3/22/18**

DCMO BOCES Printing Service - 3/19
May 2018

TO: District Superintendents
Superintendents of Public Schools
Principals of Public, Religious, and Independent Schools
Leaders of Charter Schools

FROM: Steven E. Katz

Original issue date: December 2017
Updated: May 2018

<table>
<thead>
<tr>
<th>2018–19 School Year</th>
<th>Operational Test</th>
<th>Administration Dates</th>
<th>Make-up Dates</th>
<th>Scoring Dates</th>
<th>Final Dates to Submit Answer Sheets to Scanning Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYSAA English Language Arts, Mathematics, and Science</td>
<td>Monday, March 11 – Friday, June 7</td>
<td>Make-ups must be given within the testing window</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Grades 3-8 Paper-based</td>
<td>Tuesday, April 2 – Thursday, April 4</td>
<td>Friday, April 5 – Tuesday, April 9</td>
<td>Friday, April 5 – Wednesday, April 17</td>
<td>Wednesday, April 17</td>
<td></td>
</tr>
<tr>
<td>Grades 3-8 Computer-based</td>
<td>Monday, April 1 – Monday, April 8</td>
<td>Wednesday, April 3 – Wednesday, April 10</td>
<td>Friday, April 5* – Wednesday, April 17</td>
<td>NA</td>
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</tr>
<tr>
<td>Grades 3-8 Paper-based</td>
<td>Wednesday, May 1 – Friday, May 3</td>
<td>Monday, May 6 – Wednesday, May 8</td>
<td>Monday, May 6 – Thursday, May 16</td>
<td>Thursday, May 16</td>
<td></td>
</tr>
<tr>
<td>Grades 3-8 Computer-based</td>
<td>Tuesday, April 30 – Tuesday, May 7</td>
<td>Friday, May 3 – Friday, May 10</td>
<td>Monday, May 6* – Thursday, May 16</td>
<td>NA</td>
<td></td>
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<tr>
<td>NYSESLAT Speaking</td>
<td>Monday, April 8 – Friday, May 17</td>
<td>Make-ups must be given within the testing window</td>
<td>Speaking is scored as it is administered</td>
<td>Thursday, May 30</td>
<td></td>
</tr>
<tr>
<td>NYSESLAT Listening, Reading, Writing</td>
<td>Monday, May 6 – Friday, May 17</td>
<td>Make-ups must be given within the testing window</td>
<td>Monday, May 20 – Thursday, May 30</td>
<td>Thursday, May 30</td>
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</tr>
</tbody>
</table>

* Teachers may not begin to train for scoring or rate student responses until the primary administration of the specific grade-level test that the teacher is rating has been administered in the teacher's school.
We are pleased to have you and your child as a part of our Elementary Program. We are committed to meeting the diverse needs of each student thus ensuring that your child has a meaningful educational experience here at Afton Elementary School. This handbook is one of the tools we use to help your child get acquainted with us.

This handbook is designed to inform parents, guardians and students of our elementary school procedures and policies. Students need to be aware of the information in this handbook. If you have a question and cannot find an answer to it in this handbook, ask the elementary office.

Please read it together carefully and place it in a convenient location for quick and easy reference.

ELEMENTARY SCHOOL MISSION STATEMENT

Working together within an environment of respect, creativity and academic challenge; we will use all available resources to help all students learn to be responsible, productive and eager to continue learning while becoming prepared to meet the challenges of a diverse society.

PHILOSOPHY STATEMENT

Afton Central School strives to be an integral part of the community dedicated to the development of responsible citizens living in a democratic society. In a climate that encourages mutual respect for individual worth and individual rights among students and all staff, we acknowledge the importance of providing a wide range of educational opportunities and positive behavioral supports to meet the varied needs, interests and abilities of our students.

We believe that through high performance standards, higher level thinking, problem solving, and teaching fundamental skills, technological literacy, encouraging personal growth, and stimulating creative thought and creative processes, we will provide the student the necessary educational foundation for high school, college and career readiness. To fulfill this philosophy, we recognize the need for a partnership among parents, district residents, students, teachers and administrators.

We know that open communication between home and school, between parents and teachers, can only help children. Informed parents are willing participants; students who know that parents and teacher communicate are more likely to communicate and be successful.
Dear Parents and Guardians:

Your child’s teacher and administrators are serious about providing your child with a positive educational experience and every possible opportunity to succeed in learning.

Education is strengthened when there is a partnership between families and school. This partnership thrives on open communication between parents and the school, parental involvement in their child’s education and parental responsibility for all aspects of their child’s education. As a parent, you are your child’s first and most important teacher. With this in mind, we ask for involvement and support in your child’s schooling. Together, our goal is to provide the best educational program possible for your child.

Parents can become partners in their child’s education by:

1. Becoming familiar with their child’s school activities and academic program, including special programs offered by the district.
2. Discussing with counselors, teachers and principals the options and opportunities available to their child.
3. Monitoring their child’s academic progress and contacting teachers when necessary.
4. Attending scheduled teacher/school conferences.
5. Monitoring their child’s attendance at school. Regular school attendance is important if a child is to achieve his/her full potential. Parents are urged to ensure their child establishes a regular attendance pattern.
6. Parents are invited to contact your child’s teacher to volunteer to hang up bulletin boards, help with centers, read with students, cut out box tops, etc.

To help students reach their potential, we ask that you ensure your child is well rested and has good attendance and that you feel comfortable being involved in your child’s classroom activities. Come to school. See what is going on in your child’s classroom. Come to assemblies and recognition programs. Attend parent conferences. Volunteer to help with centers or read with children. At home, take time each day to talk with your child about his/her experiences in school. Your consistent interest in your child’s progress will motivate them to want to learn. Let them know we are working as a team to make their education successful.

If we work together, we can make this a very successful year for your child. If you have any questions or concerns throughout the year, please feel free to call or e-mail your child’s teacher as your first contact.

Sincerely,
The Elementary Team
Dear Afton Central School Community,

This year we will begin the implementation of PBIS (Positive Behavioral Intervention and Support) Pre-K – 12. The purpose of the PBIS initiative is to establish and maintain a school climate where students and staff can maximize their academic achievement through a continuum of support for all learners. The key elements of PBIS are:

- A clear set of positive expectations and behaviors
- Procedures for explicitly teaching and encouraging expected behaviors
- Data used to guide decision making and planning
- Prevention of inappropriate behaviors

We have three school-wide expectations which will be posted throughout the building and explicitly taught and discussed with students. The expectations are **Be Safe, Be Responsible, and Be Respectful**. This creates a framework for success, as well a structure of accountability for students and staff. The PBIS team will be presenting to faculty and staff on September 5th. The roll out for students will take place on September 7th.

We look forward to this initiative being a joint effort between school and community. We hope that you are able to take some time at the beginning of this school year to discuss with your child the importance of positive behavior in school. Please see the PBIS Matrix (The Knights Code) included in the student handbook which outlines behavior expectations for students in all areas of our school. It is our map to student success! It is our goal to have students experience great success at Afton Central School and a large piece of that is the partnership school and home has regarding our behavior expectations.

Lastly, your child may come home excited about receiving “Crimson Crests” and having a chance to be selected for the “Knights of the Round Table”. Crimson Crests will be given to students that exhibit positive behavior throughout the day. At the end of each week, a name will be drawn from each classroom to receive a certificate from the PBIS team. At the end of each month, names will be randomly drawn from all the entries for a chance to eat lunch at “The Knights of the Round Table”. Please share in the excitement with your child it is an honor to be selected!

As always, thank you again for all that you do for our students! If you have any questions or concerns, please contact the elementary or middle school/high school office.
# The Knights’ Code

<table>
<thead>
<tr>
<th></th>
<th>Classroom</th>
<th>Bus</th>
<th>Cafeteria</th>
<th>Playground &amp; Outside</th>
<th>Bathroom &amp; Locker Room</th>
<th>Hallway</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td></td>
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</tr>
<tr>
<td>&quot;Keep hands and feet to yourself&quot;</td>
<td>Use equipment and supplies correctly</td>
<td>Stay seated</td>
<td>Be sure an adult knows where you are going</td>
<td>Stay in assigned area</td>
<td>Practice personal hygiene</td>
<td>Be aware of what’s around you</td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
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<tr>
<td>&quot;Treat others with kindness&quot;</td>
<td>Be mindful of others</td>
<td>Talk quietly</td>
<td>Use table manners</td>
<td>Cooperate and include others</td>
<td>Recognize and maintain privacy</td>
<td>Walk quietly</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
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</tr>
<tr>
<td>&quot;Follow directions&quot;</td>
<td>Be prepared and participate</td>
<td>Keep your belongings with you</td>
<td>Pick up after yourself</td>
<td>Take care of school property and use equipment as intended</td>
<td>Keep area clean</td>
<td>Be sure to arrive on time</td>
</tr>
</tbody>
</table>
Afton Central School PBIS Behavior Flowchart

Observe Problem Behavior

Is behavior Administrator Managed?

NO

Use Classroom strategies first to restore behavior. If needed, utilize communication chain.
(See Suggested examples on back)

Has the behavior been corrected?

YES

Recognize and Acknowledge Corrected Behavior

Complete a Student Note in PowerSchool. Contact Home and log. Try a different Strategy.

Administrators will track student notes.

Discipline Referral if necessary.

NO

Classroom Managed
- Cheating
- Lying
- Minor Forgery
- Not prepared for Class
- Out of Seat
- Sleeping
- Disruptive Noises
- Skipping Class
- Obscene Gestures
- Minor Theft
- Property Misuse
- Technology- Minor Violation
- Ignoring Adult Requests
- Work Refusal
- Slamming Doors
- Inappropriate Display of Affection
- Physical Aggression (i.e. Pounding on Desk)
- Throwing Items (i.e. At the Ground, Into the Garbage)
- Yelling/Screaming
- Inappropriate Language
- Leaving the Classroom without Permission
- Hitting Others During Horseplay

Administrator Managed
- Harassment
- Bullying
- Bomb Threats/ False Alarm
- Gang affiliation
- Arson
- Major Forgery
- Removal of Clothing
- Major Theft
- Property
  - Damage/Vandalism
  - Technology- Major Violation
  - Physical Aggression to Harm
  - Dress Code Violation
  - Cyber Bullying
  - Threats
  - Leaving the Building without Permission
  - Throwing Items to Harm (i.e. At Someone)
  - Hurting Oneself
  - Verbal Abuse (i.e. Threatening an Adult)
  - Hitting Others to harm
  - Repetitive cursing
  - Use/Possession of:
    - Weapons
    - Drugs
    - Combustibles

Submit a Discipline Log Entry in PowerSchool as soon as possible. If needed, utilize communication chain.

Administrator determines course of action.

Administrator follows through on course of action.

Administrator provides teacher feedback, as appropriate.
CHARACTER EDUCATION PROGRAM
BUILDING POSITIVE SCHOOL CLIMATE

Philosophy
We believe that success in school and in life is closely linked to a student’s positive self-concept. The elementary team, families and community members need to work together to instill in each student a positive feeling about school, themselves and each other. The basis of our character education program will be developing assets and helping students gain knowledge, self-worth and a sense of belonging. We believe that developing, nurturing and expecting character is the most important thing we can provide our students.

A schedule of programs will be sent home each September. Parents/guardians are welcome and encouraged to attend. Each month you will receive program information in our monthly newsletter.

Grades PK-2 Morning and Afternoon Programs
Parents will be invited to morning and afternoon programs throughout the school year. The goals and objectives of the programs are:

GOALS
- Children and adults will be happier about school and learning.
- Children and adults will develop a positive self-concept.
- Children and adults will feel that they are an important part of our school.
- Children and adults will be exposed to a variety of positive values.
- Children and adults will take pride in their surroundings – whether they are in the classroom, at school, home or out in the community.

OBJECTIVES
- When we leave, we will feel good about ourselves and each other.
- The children will experience positive interaction with the school staff each day.
- Children and adults will be actively involved in individual and group activities.
- Children will show respect for school property and the property of others.
- Children will demonstrate their own positive set of values in their everyday life.
- Children will learn about: story genres, art and music, the Six Pillars of Character, The Afton Way pledge, and school-wide behavior expectations.
Dear Families:

We are pleased to be transporting your child to and from school this year. We are very proud of the safety record of our school buses and the professionalism of our transportation team.

Please help us ensure your child’s safety by following these simple but important procedures:

- Provide your child with a backpack or book bag. Loose papers or other items are dangerous as children get on and off the bus.

- Check your child’s clothing for the presence of long drawstrings or other dangling items. Long drawstrings or other dangling items could get snagged in the bus door as the child gets off the bus, and should be removed from clothing.

- Make sure your child is at his/her bus stop five minutes early each day. Children who are late for the bus may panic and chase it, or run into the road.

- Insist that your child wait for the bus safely in an orderly fashion, back from the roadway. Behavior problems at the bus stop can create hazardous conditions for children.

- When the bus arrives, your child should wait for the bus driver’s signal before boarding. Children should board in single file.

- Teach your child to sit quietly on the ride to and from school. Behavior problems could distract the bus driver and result in an accident.

It is important that our drivers are able to concentrate on driving the route safely. If anything makes your child feel unsafe at the bus stop or on the bus ride, please contact us at the transportation department, 639-1051, rather than trying to discuss it at the bus stop.

We are deeply committed to the safety of your child as well as all our community’s children.

Sincerely,

Lynn Bradley
Transportation Supervisor
BUS DROP-OFF LOCATIONS

Parents will be allowed to have two drop-off locations. The main drop-off location and one alternate location. This policy adheres to the procedures recommended by the State Education Department and most importantly, this enhances safety and accountability for our children providing peace of mind for the school and the home.

An example of this would be that on Monday, Wednesday and Friday the student goes to their main location and Tuesday and Thursday the child goes to their one alternate location. If you wish for someone else to have your child, that person will have to meet your child at one of their two drop-off locations.

Remember that all transportation changes must be made prior to 12:00 p.m. Unless it is an emergency, if you miss the 12:00 p.m. deadline, your child will need to be picked up at their designated bus stop for that particular day.

We all know that optimal safety has to be our collective priority. Should you have any concerns, please contact Mrs. Lynn Bradley, Transportation Supervisor, at 639-1051.

EMERGENCY DISMISSAL

We cannot accept changes to student locations on the day of the emergency drill or days of an unexpected emergency dismissal. It is crucial that you keep your emergency location up to date with Mrs. Lynn Bradley, Transportation Supervisor. In the event of an emergency, a Global Connect call will be sent to parents/guardians as soon as it is feasible to do so to alert you that your child was sent to his/her emergency location. The call may be made after the buses have already departed with all students on board.

EMERGENCY DISMISSAL

If your child is a walker in grades PK-3 or is unable for other reasons to walk home alone in the event of an emergency, please make sure you have contacted Mrs. Lynn Bradley at 639-1051 to make arrangements for your child to ride a bus to an alternate location in the event of an emergency closing. We are unable to contact individual parents to pick up students in the event of an emergency.
STUDENT CONDUCT ON SCHOOL BUS

“Don’t lose your riding privilege!”

In order that the bus ride to and from the school may be safe, the following rules must be observed:

1. Keep hands, feet and objects to self
2. Use inside voices
3. Listen to the bus driver the first time
4. Follow all driver instructions. Behave in a safe, orderly manner.
5. Keep aisles and emergency exits clear
6. Remain properly seated in your assigned seat until the bus comes to a complete stop
7. Exit the bus properly
8. Only items small enough to fit on rider’s lap may be brought on the bus
9. Food and drink are not allowed on buses except in sealed, closed containers
10. Profane language and tobacco products are prohibited on the bus

The District has video cameras on all of our school buses. The cameras will be on the buses at all times and will record the student and driver throughout their morning and afternoon bus runs.

Discipline problems will be referred in writing by the bus driver to the Transportation Supervisor. The consequence menu for violating the bus rules are: verbal warning, seat assignment/parent contact, and bus incident report. The penalty for continued misbehavior may range from suspension from riding the bus to suspension from school. All school rules apply while students are riding the buses. All students riding school buses are expected to maintain good conduct while on the bus.

BUS CONDUCT REPORT TO PARENTS

In an attempt to keep you informed of the happenings on the bus, you may receive a Bus Incident Report. The purpose of this report is to let you know that there is a problem with your child’s behavior on the bus and that your immediate attention is needed to help correct the situation.

It is important for parents to understand that prior to the report being written, your bus driver worked with your child in an attempt to change the behavior identified, in most cases, but has been unsuccessful. Your attention to the matter will be greatly appreciated.

ARRIVAL TO SCHOOL

Upon arrival in the morning, students must report directly to their classroom for attendance purposes. Students may not arrive at school prior to 8:30 a.m. If students have an early bus pass, they are to report directly to the teacher that issued the early bus pass. We do not have supervision for students prior to 8:30 a.m.
DISMISSAL FROM SCHOOL

Walkers will be dismissed at 3:20 p.m., from the Sand Street entrance near the middle/high cafeteria. Children that will be picked up by a parent or guardian must be signed out of school at the Sand Street entrance.

Parents/guardians must notify the elementary office by 12:00 p.m., or send a note to school with their child stating that their child will not ride the bus. If parents/guardians have not notified the elementary office of their intent to pick up their child at dismissal, the parent/guardian will need to report to the pick-up location on Sand Street and ask that their child meet them there. Parents/guardians will not be permitted to remove their child from the dismissal line. Students will begin boarding the school buses at 3:15 p.m. The buses depart from the bus loop at 3:20 p.m.

Pursuant to our school policy, parents/guardians are not permitted to remove a child directly from the classroom or playground. If students are already on the bus when the parent/guardian arrives, the student will not be removed from the bus. The parent/guardian will have to meet their child at the bus stop.

EMERGENCY CLOSINGS AND EARLY SCHOOL CLOSINGS

All elementary children need to be well instructed by their parents as to what to do if they ever arrive home to find that no one is there. It is a family’s responsibility to have emergency plans for school closings. Updated instructions should be filed with the elementary office if the arrangements require bus changes. The following web sites, radio/television stations are contacted in the event of school closings:

<table>
<thead>
<tr>
<th>Radio/Television</th>
<th>Location</th>
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<tbody>
<tr>
<td>1290/98.1</td>
<td>WNBF/WHWK</td>
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<tr>
<td>970/93.4</td>
<td>WCHN/WKXZ</td>
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<td>WZOZ/WBKT</td>
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<tr>
<td>105.7</td>
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<td>92.5</td>
<td>WKGB</td>
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<td>TV – News 10 Now</td>
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In the event of a school delay, chorus, band and morning assembly programs will be cancelled. Breakfast will not be served when there is a delay.
ATTENDANCE

Student attendance, punctuality in arriving to school, and participation in school is an integral part of their educational program. To get the full benefits of school, a student needs to have regular, full day attendance. This daily attendance assures that the student will have the adequate time needed to reach and achieve state mandated goals and curriculum. Students who maintain 100% attendance rate will increase their success. Failure to maintain at least 75% attendance rate has often resulted in student needing intervention services in one or more subject areas to achieve success. In addition, regular attendance encourages a healthy work ethic which will help lead to life-long success in the workplace or in college.

The Afton Elementary School’s attendance policy objectives are:

1. To accurately track the attendance, absence, tardiness and early departure of students to and from school.

2. To ensure sufficient pupil attendance so pupils can demonstrate growth toward achievement of state mandated expectations.

3. To track student location for safety reasons and to account to parents regarding the location of their children during school hours.

In this policy, the following definitions apply:

1. **Scheduled Instruction**: Instructional or supervised learning experiences that make up a student school day.

2. **Absent**: The pupil is not present for the entire period of scheduled instruction.

3. **Tardy**: Pupil arrives after **8:50 a.m.**, when scheduled instruction begins. (Three tardies and/or early departures will equal one absence).

4. **Early Departure**: Student leaves prior to the end of scheduled instruction at 3:20 p.m. (Three tardies and/or early departures will equal one absence).

5. **Excused**: Any absence, tardiness, or early departure for which a student has a valid, approved excuse. Excuses shall include: personal illness, illness or death in family, religious observance, quarantine, required court appearance, visit to health clinics or other medical visits, absences approved in advance by the building principal (such as school sponsored field trips or learning experiences that occur outside of the school) and other reasons approved by the Commissioner of Education. Parents are encouraged to call the school to have work sent home on the days the student is absent. For extended illness or accident related absences of more than two weeks, parents should contact the CSE chair or building principal to make arrangements for possible tutoring.
6. **Unexcused Absences**: Any absence, tardiness or early departure for which the pupil does not have a valid school approved excuse. Unexcused shall include: shopping trips, vacations, oversleeping, skipping class, and any other absence that is not excused.

Attendance will be listed on the student report card which is sent home at the end of each of the three marking periods. In addition, a permanent record of your child’s attendance will also be maintained during the entire time he/she is enrolled with the district.

**EXCUSES FOR ABSENCES**

Students must report to the nurse in the health office the first day back after any absence, whether they have remembered their excuse or not. Please send in an excuse with your child the first day after any absence.

When a parent wishes to have a child excused from class for a health reason, a written request signed by the parent must be presented before a child may leave the building. The parent must come to the office for the child who will then be excused from his/her classroom. Please try to schedule doctor and dentist appointments on school holidays. In the event an appointment must be scheduled during the day, try to schedule the appointment for early in the morning or late in the afternoon in order to have your child present for as much of the day as possible. Please keep in mind that three tardies/early dismissals equal one absence.

Please support your child’s learning environment by avoiding tardies, early departures, and unexcused absences throughout the school year.

Excuses for **GYM, SWIMMING** and **RECESS** must be approved at the health office. The number is 639-8212.

**NOTIFICATION TO PERSONS IN PARENTAL RELATIONS**

According to New York State Law, if you have a child enrolled in elementary school, you may be notified when such pupil is deemed absent from school. Our health office staff will notify parents/guardians via a Global Connect call.

**CHANGES IN YOUR FAMILY**

Please inform the school when there are changes in your family; i.e., birth, death, change in marital status, place of residence, telephone number, person to contact in case of an emergency or change in employment/phone number.

It is essential that the school records be kept up to date. This enables the school to contact parents quickly in case of an emergency and to have messages which are sent home addressed in the proper manner. If you have a court order, please make sure that the elementary office has the most current copy.
LEAVING SCHOOL GROUNDS

No student is to leave the school without permission from the elementary office or the health office. If your child calls from school to be picked up, be sure the health office or the elementary office is aware of this with a call back to school if necessary.

If you wish to have your child leave early from school, please send a note from home in the morning.

CHANGES IN SCHEDULES/AFTER SCHOOL ACTIVITIES

We must have a note for ANY changes in a student’s regular schedule of traveling to and from school on the school bus. This includes changing buses, going to someone else’s house or staying after school for ANY activity (scouts, sports, etc.). The notes will be approved in the Elementary Office in the morning and a bus pass will be issued if necessary.

NO CHANGES will be made after 12:00 p.m.

If there is no note from home, the student will be sent home on a regular bus.
Afton Central School is pleased to announce all students are eligible to receive a healthy breakfast and lunch at school at **no charge** to your household each day of the 2018-2019 school year. Your child(ren) will be able to participate in these meal programs without having to pay a fee or submit a free and reduced application. A CEP application is included in our calendar, and we encourage each family to fill it out and return it all as soon as possible for other funding options available to our school.

Only one breakfast and one lunch is available at no charge. Extras, snacks, ala carte items and milk will have to be purchased. If you wish to prohibit these services, please contact the Cafeteria Manager and a block will be placed on your child’s account. You may also designate that your child CAN NEVER charge, and we will record that request in your child’s account.

We will also have our menu nutritional information available on our website! Our Health-e Pro Software will be able to help you make the healthiest choices possible! This feature will be available under the foodservice section of our website.

Breakfast items available are: assorted cereal and bagels (with or without cream cheese) are available **every day**. A breakfast menu with daily specials is printed on the back of the lunch menu, make sure to check it out!

Lunch items available are: the main entrée, the printed choice, peanut butter & jelly, or yogurt plate (4 oz yogurt and ½ a sandwich or cheese).

Fresh fruit, canned fruit, tossed salad or the daily hot vegetable is available every day.

Milk: 1% white, fat free white, fat free chocolate, or fat free Strawberry (when available). Milk is $.40

Snack prices range from $.50 to $1.00 in the elementary school.

Great bag lunches are always available for field trips and/or special occasions.

Myschoolbucks will still be available if you would like to see what your child is eating, or put money on his or her account for snacks. Go to [www.myschoolbucks.com](http://www.myschoolbucks.com) to sign up today. There is a nominal fee to make a payment, but free to sign up and check balances or history!
CONDUCT IN THE CAFETERIA/LUNCHROOM

The lunch period varies from grade to grade. Parents who wish to visit the lunchroom to eat with their children must first sign in at the elementary office.

The cafeteria/lunchroom rules are as follows:

1. Students may talk with their friends at their own table. Once students choose a place to sit, they need to stay in that seat the entire lunch period.
2. Due to students with special dietary needs, students should only eat their own lunch. Food sharing is not allowed.
3. Use an inside voice.
4. Students should keep their hands and feet to themselves.
5. Students should stay in their seats except when buying food or emptying trays. Students must get permission to leave their seats for other reasons.
6. Students should clean up their own area and assist in general cleanup.
7. Students must refrain from running in the cafeteria.
8. Students may only eat at the nut-free table if their lunch has been checked by the nurse or trained staff member.
9. As part of our wellness policy, students are not permitted to have soda in elementary school.
10. Recycle milk jugs.
11. Practice good table manners.
12. Do not leave cafeteria without adult permission.
13. Follow adult instructions.

Students who do not follow these rules will:
- Receive a reminder of how their conduct should change
- Be given the opportunity to be separated from the group to identify related acceptable behaviors
- Rejoin their group at an adult’s discretion if they can share three correct behavior strategies
- Be invited out of the group for the remainder of the lunch period
- Have the opportunity to start fresh the following day sitting with their classmates
- Have the principal receive “Student Notes” from staff electronically after 3 mistakes
- Have the principal inform parents of the Student Notes when it is determined necessary

Receive consequences or discipline stated in the Code of Conduct
RECESS PROCEDURES

It is important that students have 20 minutes of recess every day. Students should be dressed for outside play on a daily basis. This is part of the N.Y. State wellness guidelines and the Afton Central School District’s board adopted wellness policy. Students need this physical and social opportunity on a daily basis. Students can learn a lot through play. Recess not only benefits children socially, physically and emotionally, it also rejuvenates their minds and better prepares them to focus and learn for the remainder of the school day.

Recess Safety Rules

1. There is no physical contact including hitting, kicking, pinching, pushing, wrestling, biting, tackling, throwing someone on the ground, etc.
2. Combat type activities like wrestling and tackle football are not allowed.
3. No throwing of any type of materials, such as stones, sticks, tire chips, snowballs, etc.
4. Define areas that are ‘off limits’ such as near the middle/high school wing, beyond the fence along the creek, the wooded areas and playing past the tree boundary.
5. One student at a time down the slides, in a sitting position only.
6. One student will be in a swing at a time and swinging only in a straight direction—not side to side or twisting the swing. Stay outside boundaries.
7. Rolling can be done on the small hill, watch dampness of ground. Students should roll down like a log. Student contact during rolling is not allowed.
8. Wallball: Tennis balls only (no physical contact).
9. Catch: with gloves and tennis balls only (baseballs and softballs are not permitted).
10. Football (Nerf type only) – toss only (no tackling or roughhousing).
11. Grades PK-2: no climbing over or under the rock wall.
12. Grades 3-5: up to eight people, four on each side, on the rock wall (no climbing over wall).
13. The yellow duck is for PK-1 only.
14. Students who take materials (sleds, balls, etc.) outside are to bring the items back inside and put them away properly.
15. Sledding Rules:
   - If double sled, will allow two people
   - If single sled, will allow one person
   - Wait to go until other person at base has moved out of way
   - Roll off at bottom, do not get too close to the fence or building
   - Walk up side only (not where children are sledding)
CARE OF SCHOOL PROPERTY BY STUDENTS

The Board of Education requires that all students respect and care for school property. Any damage to property should be reported to the main office or the appropriate teacher.

The Board recognizes that acts of vandalism are crimes against the school district and the community, which supports the school. Students who willfully destroy, damage or deface school property shall be subject to disciplinary action, as well as prosecution to the fullest extent of the law. Students who damage school property and/or their parents or guardian shall reimburse the district for the value of the damaged property up to the limit of the law.

SECOND PARENTS – ACCESS TO INFORMATION

Second parents have the right, upon request, to receive all information that the custodial parent receives from the school. This information would include progress reports, parent newsletters, special bulletins, etc. If you are a second parent and would like to receive the above information, please contact the elementary office. Parent conferences should be arranged so that both parents may attend the same conference.

PARENT CONFERENCES

Parent-teacher conferences are an important element in reporting student progress to parents. They are held twice during the school year, once in the Fall and once in the Spring. Sign-ups for Fall conferences may be held at Open House on September 27, 2018.

Parents should feel free to request a conference with their child’s teacher at any time. Parents may initiate a conference by calling the school office and making an appointment with the teacher, counselor or building principal. When a parent requests a conference with a teacher, the teacher will make every effort to arrange a mutually convenient time. Such conferences will be planned around the teacher’s schedule so as not to interfere with class time.

If a parent cannot attend a scheduled conference, he/she should notify the school as far in advance as possible so that another time may be arranged.

Open House is also scheduled during the year. This provides an opportunity for the children to show off their school to their parents and provides an opportunity for the parents to meet their child’s teacher. To make this a more meaningful experience, have your child “tour you” through the building. If your child gets stuck, ask them to show you the cafeteria, gym, library, art room, music room, computer lab, reading & math rooms and of course, his/her classroom. Open House is scheduled for Thursday, September 27, from 6:00 - 8:00 p.m. Open House is NOT a time to discuss individual students.

Openness and good communication are essential elements to a positive learning environment.
STUDENT FIELD TRIPS

Field trips are an important part of the educational program. By providing students with hands-on experience and exposure to the larger community, field trips can greatly enhance a student’s educational experiences.

A signed permission slip from the parent or guardian is required for each child for each field trip. A child who does not provide a signed permission slip will be prohibited from participating and will be given an alternative assignment on the day of the field trip.

The classroom teacher will provide parents with specific instructions for lunch, appropriate dress and arrival/departure times. If the weather is bad on the day of a scheduled field trip, parents should contact the office to inquire on the status of the trip.

All students are expected to exhibit proper behavior on field trips. While field trips take place outside of school, school rules still apply. Students are expected to abide by the school’s student Code of Conduct while on a field trip. In addition, students who are unable to maintain appropriate behavior in the classroom may jeopardize their opportunity to go on a field trip. Parents will be notified prior to the trip if there are concerns about their child’s behavior.

Due to space, parents are not always permitted to ride the bus but are welcome to meet us at our destination. Parents attending will be considered chaperones and may be asked to help with a small group of children.

TELEPHONE

The office phone is a business phone and is not to be used by students, except in an emergency. Students are not allowed to use the phone to make personal arrangements (such as requesting permission to go to another student’s home after school, etc.). Cell phones are not allowed in school. If for emergency reasons your child has a cell phone, it is to remain off and in their backpack or it will be confiscated. If confiscated, parent/guardian will have to pick up the cell phone in the office.

EVACUATION DRILLS

The building principal is responsible for conducting evacuation drills in order to instruct students and staff in exiting the school building in an emergency in the shortest time possible and without confusion or panic. Evacuation drills shall include instruction on exits and fire alarm boxes as well as evacuation drill procedures. All students are expected to cooperate with staff members during evacuation drills and to leave the building in a quiet and orderly manner. The exit route is posted in each room. Students must stay with their teacher. Distracting behavior will be subject to either teacher or administrative discipline.
MANUFACTURERS’ SUPPORT FOR SCHOOLS

Please remember to send in Box Tops for Education and Coke Caps to school with your child to help earn merchandise/money for our school. In previous years, the Box Tops helped our students to earn prizes for our reading incentive programs, attend field trips, pay for guest speakers and support other school-related activities. A big “thank you” to all parents and guardians that helped our school with these programs.

Each Box Top for Education is worth ten cents for our school. Box Tops are found on most products made by General Mills, Pillsbury, Kleenex, Betty Crocker, Ziploc and many more. Please write your child’s name on the back of the Box Top. After turning in 100 Box Tops, your child will receive a prize from the prize box.

The My Coke Rewards for Schools (MCR) program allows points collected to be directed to eligible schools. In the program, points donated will be converted to cash and the school will receive a quarterly payment to be used to benefit students. How can you help? Just send in your Coca-Cola caps, and we will take care of the rest.

VISITORS TO THE SCHOOL

All visitors must sign in at both the main entrance and the elementary office. Teachers will be called by the office staff and notified that you are here. For the safety of all students, we must insist that parents/guardians do not proceed directly to classrooms between 8:30 a.m. and dismissal.

We have many court orders regarding parental custody of the students in our district. We strive to provide the most positive and safe environment for all of our students. If you arrive at a classroom door without the teacher being notified or if you are in the hallway, cafeteria or classroom without a visitor tag, you will be asked to sign in at the elementary office.

Please do not be offended at this request as our staff members have been instructed to follow these procedures to ensure that we know who is in our elementary building at all times. This is about safety for your child(ren). Please understand, no matter who you are or how well known you are, you need to follow these procedures.

Morning Program Visitors
Parents/guardians do not need to sign in to attend Morning Program. We do, however, ask that if you are attending that you remain for the entire program. Students will arrive to Morning Program with their class.
**Lunch Time Visitors’ Table**

At lunch time, we have two round tables that are designated as Student of the Month tables. It is a privilege for the Students of the Month to sit at these tables on the special “diner” seats. Feel free to utilize an open table if you are eating with your child and do not wish to sit with his/her class.

Teachers have their lunch at the same time that students have theirs so we ask that children not be walked to the classroom. They must remain in the cafeteria and dismiss with their class.

**Assemblies and Events**

Throughout the school year, we hold several assemblies and events such as reading incentive ceremonies, Family Day, a talent show, concerts and Moving Up Day. Please remember that we will always dismiss students back to their classrooms. Parents/guardians will have to sign their child(ren) out at the elementary office and their child will then be called to the office. We must insist on this procedure for safety and custodial reasons.

Parents will sign in at the main entrance for assemblies but are not required to sign in at the elementary office. It is often prudent to sign out your child(ren) prior to the assembly to avoid the long line following the program. However, you will still need to come to the office to get your child(ren) released from their classroom.

**PHOTOGRAPHS**

Photos are taken in school as a service to parents. **Parents are under no obligation to purchase photos.** They are taken in the fall, and the dates are announced in our monthly newsletter. A professional photographer individually takes fall photos. A small proof photo is provided to the school and affixed to the child’s permanent record. In recent years, photos have been taken again in the spring. Order forms are not sent home in advance of the photo day; however, the picture date will be announced in advance. A proof is attached to an order form and photos may be purchased if desired.

**LOST AND FOUND**

Check the table outside of the elementary office for lost and found items. **TIP TO PARENTS:** Please mark shoes, boots, coats, glasses, watches, bathing suits, hats, mittens, etc., with permanent ink or tape to ensure proper return to students. This is a small investment for all of the things unclaimed each year. The school cannot be responsible for lost items. If your child is missing something of value such as a watch, glasses, etc., please call the school to see if they have been found. Children, especially small ones, are hesitant to come to the Lost and Found. Each quarter, unclaimed items are donated to either the health office or the Salvation Army.
ADMINISTRATION OF MEDICATION

School health personnel are frequently asked to administer medication to students. Ideally, all medications should be given at home, but this is not always possible. New York State law on medication given in school includes the following: When your child needs medication from a doctor’s prescription, the bottle must have the pharmacy label with the child’s name, medication and dosage, date and medical physician who prescribed the medication.

Medication brought in without the pharmacy labeled bottle or written parental request will NOT be given in school. New laws require parents to bring all medications to school. No medication should be sent in with students on the bus or sent home with students.

New York State Law states that any child that receives Tylenol/Ibuprofen during the school year is required to have a doctor’s note on file. The doctor’s note must include how often your child may receive Tylenol/Ibuprofen. Health Office personnel are not permitted to give Tylenol/Ibuprofen to students without a note from their doctor. If your child takes Tylenol/Ibuprofen frequently, please provide your own bottle of medication for the Health Office staff to administer to your child.

ALLERGIES

All students with food allergies are required to have a statement from their primary provider sent to the health office annually. All other allergies require a one-time medical statement from the student’s Allergist.

PHYSICALS

Students are required by New York State to have complete physicals. Physicals can be given at school with parent permission if the school has a qualified person. Parents also have the option to take students to their personal physician for all required physicals. In turn, the child’s physician completes the required form to submit to the child’s school district.

The New York State Health Department requires that all providers follow the same procedures for conducting a physical. In addition, the state has a list of questions that providers should ask concerning the emotional and physical well being of the child. Questions include but are not limited to the following: Do you wear a seat belt when you ride in the car? Do you wear a helmet when you ride your bicycle or skateboard? Are there guns in your house? If yes, are the guns locked up? Has anyone ever touched you in areas covered by a bathing suit? (Of course, this question is asked differently depending on the age of the child, but this is typical of how it might be worded to a young child.) Has anyone ever hit you? These are samples of questions that doctors and nurses ask when conducting a physical in addition to the routines of checking ears, eyes, height, weight, posture, skin color, maturity, etc.

If you ever have questions regarding your child’s physical, please contact our school nurse. As always, you have the option of attending at your child’s physical or having the physical completed by your personal physician.
## Peanut/Nut-Free Snacks*

### Fruits
- All fresh fruit
- Dole Fruit Bowls
- Del Monte Fruit To-Go Cups
- Sun-Maid Raisins (not chocolate covered)
- Applesauce Cups
- Motts Fruit Blasters Applesauce Tubes

### Vegetables
- All Fresh Vegetables Including:
  - Carrots with Dip
  - Celery Sticks with Cream Cheese or Dip

### Gummy Snacks
(Not Brach's) Only Betty Crocker or Nabisco Fruit Snacks including:
- Fruit Roll-Ups
- Fruit By The Foot
- Gushers
- Shark Bites
- Fun Fruits
- Scooby Doo Fruit Snacks
- Trix Fruit Snacks
- El-C Fruit Snacks
- Pokemon Fruit Snacks

### Cookies
- Nilla Wafers
- Oreos & Mint Oreos (not mint-creme)
- Chips-A-Hoy (not minis)
- Bisco Wafers
- Teddy Grahams
- Pepperidge Farm - Milano, Chessmen, Shortbread and Sugar Cookies
- Keebler - Butter Cookies, Grasshopper Cookies
- Nabisco - Barnum Animal Crackers, Oatmeal & Iced Oatmeal Cookies, Cameo Cookies, Fig Newtons, Kool Stuff Strawberry Seas Bars
- Hostess Ho-Ho's & twinkies
- Rice Krispy Treats (plain only)
- Nutri-Grain Apple Cinnamon/Brown Sugar Twists

### Salty Snacks
- Rold Gold Pretzels
- Snyder's of Hanover Pretzels
- Ruffles Potato Chips
- Lays Potato Chips
- Fritos
- Doritos (not crackers)
- Cheez-Its
- Tostitos
- Pringles (original only)
- Popcorn - Pop Secret, Orville Redenbacher, Healthy Choice

### Crackers
- Honey Maid - Cinnamon Graham & Sticks, Honey Graham & Sticks
- Ritz Crackers (plain only, not sandwiches)
- Keebler Club Crackers (original only, not sandwiches)
- Nabisco Saltines
- Sunshine Cheese-Its
- Triscuit
- Wheat Thins
- Pepperidge Farm Cheddar Goldfish (only plain, pretzel or cheddar, Not Cinnamon Graham)
- Sargento - Moontown Crackers & Cheese Dip
- Keebler Town House Crackers
- Sports Cheddar Crackers
- Kraft Handi-Snacks Cinnamon Graham Crackers w/Applesauce Dip
- Kraft Handi-Snacks Crackers with Cheese Dip

### Jello and Puddings
- Hershey Chocolate Pudding Tubes
- Kraft Handi-Snacks - Wacky Gels, Vanilla & Chocolate Pudding
- Hunts - Juicy Gels, Vanilla & Chocolate Pudding
- Jello - Gelatin Cups, X-treme Jello Tubes, Vanilla, Chocolate & Oreo Pudding
- Dole Fruit-n-Go Bowls
- Del Monte Fruit & Go To-Go Bowls

### Frozen Treats
- Minute Maid - Juice Bars, Fruit & Cream Swirls, Frozen Lemonades
- Good Humor - Pudgesicles, Popsicles, Fire Crackers, Great Whites, MicroPops, and Stirrables
- Nestle - Timkaclodixies, Ice Screams Flinstones Rainbow Sherbet Treats & Juicy Juice Frozen Juice Pops
- Lick-A-Colors
- Tropicana Fruit Juice Bars
- Welch's Juice Popsicles
- ICED Frozen Treats

### Misc.
- Cheese
- Yogurt (not soy brands) - Yoplait, Dannon, etc.
- T. Mazzetta Carmel Apple Dip (with apples)
- Pizza - Papa Johns, Dominos, Flippers, Pizza Hut
- Candy - Starburst, Skittles, Twizzlers, Hershey Milk Chocolate Bars (not with almonds) & Hershey Kisses (not with almonds & not Hugs), Milk Duds, DOTS, Sour Patch Kids, and Tootsie Rolls
- Doughnuts - Krispy Kreme "Original Glazed" only (only from the store - with or without sprinkles. Not pre-packaged from a grocery store)
- Jet Puffed Marshmallows

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*Important: Due to continual changes in manufacturer packaging and processing, please read the ingredient label of your snack chosen from this list to ensure that it does not contain any of the following: peanuts/nuts, peanut/nut butter, peanut/nut oil, peanut/nut flour, peanut/nut meal, or any of the statements "May contain traces of peanut/nuts" or "Manufactured in a facility that also processes peanuts (and/or other nuts)".*
**ACCIDENTS**

Students must report all accidents and/or injuries that occur on school grounds to the school nurse. The school nurse will require that an accident report be completed. If the student sees a doctor in regard to the accident, the nurse should be notified in order to fill out insurance papers. School insurance is secondary to family insurance; therefore, the claim must be reported to your private insurance company first.

**PHYSICAL EDUCATION/POOL REGULATIONS**

Please do not allow your child to wear jewelry on PE/Pool days. There is a New York State Public School Association ruling that states, no jewelry is to be worn during any sports activities. This includes rings, watches, necklaces and dangling earrings. Religious and medical alert jewelry must be worn under clothing or taped to the body.

All elementary students taking physical education MUST wear sneakers with flat rubber, non-marring soles that lace up for support and safety. Students in grades five and six are asked to bring deodorant, and a change of shirt for their PE class.

For the safety of your child and others, high heels, heelies, flip-flops, and shoes without backs are not approved attire for elementary students.

**DRESS CODE**

Clothing that is distracting to the learning process will not be permitted. Students in grades 3-6 are not permitted to wear shorty shorts, mini-skirts, shirts with spaghetti straps < 1 inch, or low cut tops. Prohibited dress includes, but is not limited to, high riding boxers and exposed midriffs. Shoes must be worn at all times. Elementary children are active and safety is important. Only shoes that are safe and secure will be permitted. Therefore, flip-flops, clogs, heelies, high heels and shoes without a heel strap will not be permitted. Sneakers should always be tied. As a sign of respect, hats are not allowed to be worn in the classrooms or during the Pledge of Allegiance by boys or girls (religious headgear is permitted).

Make-up is not permitted in elementary school. Due to allergies and asthma, scented sprays are prohibited. Deodorant should be gel or solid. Hand sanitizer should be unscented.

Please refer to the attached Afton Central School Code of Conduct for more information.
HOMEWORK POLICY

Research shows homework is an integral part of academic success for many students. In school, we teach children concepts. We model, we teach, we practice and we check along the way to see if students are learning the concepts that we are teaching. Homework is additional practice of concepts for students that they are learning in school. Homework will never be busy work. It will reinforce learning for students.

Unfortunately, there is not enough time in the school day for students to have all of the practice they need to master the concepts that they are being taught especially in the areas of Math and Science. Parents/guardians can expect notes or work examples on your child’s homework to help you work with them. Please share the responsibility of the critical agenda process explained to you in a parent newsletter.

Homework is a powerful tool for letting parents/guardians know what their child is learning and for giving children and their parents/guardians an opportunity to discuss their learning. Furthermore, parental involvement is key to student success.

Homework will be assessed and returned for group or individual review within two days with the exception of writing pieces.

PARENTS’ AND GUARDIANS’ ROLE: (K-5)
Homework agendas have been prepared to go home with your child (grades 3-6) each night. Included will be each assignment and its due date. Teachers will monitor each student filling it out neatly and completely, piling up the necessary materials, and watching them put them in their backpacks.

1. Establish a Routine
   a. Provide an appropriate space and materials
   b. Provide ample time (providing breaks or chunking work as needed)
   c. Help student structure time, space and materials by setting expectations

2. Partner with the Agenda Book
   a. View Agenda sent home and locate materials.
   b. See teacher notes.
   c. Check student’s completion status early enough to have them complete homework if they have not.
   d. Include notes for teachers if extenuating circumstances occur interrupting homework completion.
   e. Assist children with loading backpacks with all materials that came home.
   f. Assist students in placing backpack in a location as to not forget to return the materials. (Example: by the door they exit to leaver for school)

3. Parent/Guardian Involvement
   a. Review your child’s agenda early enough in the evening to remind child to complete homework
b. Be available “on demand” (if your child has a question, you are there)
c. Help or tutor as necessary (practicing facts or asking study guide questions)
d. Review and check completed assignments (make notations of errors for teacher if correcting)
e. Reinforce students’ efforts by providing emotional support (verbal praise and positive feedback)
f. Contact your child’s teacher if you have questions or concerns about your child’s ability to complete the assignment and/or the length of time it took for completion
g. Maintain awareness of the child’s emotional state and work patterns

You, the parent/guardian, have the greatest influence on your child’s motivation to learn. By being engaged in your child’s learning process, you are modeling how you value education. Naturally, your child will be more likely to desire success because you have set the foundation at home that this is important.

We have students across all grade levels that need to receive additional practice outside of school on concepts that are required to be mastered at their grade level. Increased achievement occurs when students and their parents/guardians are engaged in the above homework process.

Please take this opportunity to review your child’s homework habits and routines. We suggest that your child complete homework nightly so that assistance can be given in school during the week.

All students in grades 2-5 will have a homework folder brought home daily. Parents are asked to check the folder nightly and help their child put it back in their backpack when completed each evening. Students in grades 2-5 not completing homework will have to make it up. Non-completion is not an option. Students in grades 4-5 behind on work will be given an early bus pass to come in early to receive help until the work is completed. However, we do want accountability for homework practice because it is necessary for success. If the family has a rare, extenuating circumstance that prevents their child from completing his or her homework on time, they are asked to call, e-mail or send a note to their child’s teacher as soon as possible. Your help in checking homework daily ensures that your child does not have to be held accountable during the school day for lack of home completion.

**HOMEWORK GUIDELINES**

Homework should…
- Be reviewed in advance and started in class
- Be Common Core aligned
- Not take more per evening than:
  - 10 minutes in First grade
  - 20 minutes in Second grade
  - 30 minutes in Third grade
  - 40 minutes in Fourth grade
  - 50 minutes in Fifth grade
• Be expected on some weekends
• Not be given on holidays, concert nights or during state testing weeks
• Be balanced across subject areas
• Notes and examples for parents and students should accompany homework

Students with formal 504 or Individual Educational Plans will be identified to receive accommodations so that their assignments require equal time to that of their peers without formal programs.

### STUDENT PROGRESS REPORTING TO PARENTS

Progress reporting occurs three times a year for grades 1-5 and twice a year for grades PK and K. The standards based progress reports are issued in December, April, and the last day of school for grades 1-5. PK & K progress reports are issued in February and the last day of school.

Standards based progress reports for grades 3-5 will also have an overall performance grade for Math, ELA, Science and Social Studies.

### HONOR ROLL

Each marking period, after progress reports are issued, an honor roll will be released for students in grades four through six. Students must achieve a GPA of 87.5 - 91.99 for honor roll; 92-100 for high honor roll.

### POWERSCHOOL PARENT PORTAL FOR GRADE 5

Parents and guardians of students in grades five and six have an opportunity to have online access to their child’s information including attendance, assignments and grades. Grades will be updated by Friday of each week.

### 90% READING GOAL

Afton Elementary School has adopted the 90% Reading Goal, which encourages all parents and guardians to read with their child(ren) for 20 minutes each day. Our goal is to have 90% of all third graders reading at grade level by the end of third grade. The more a child is read to, the better reader he/she will be. At Afton Elementary, we encourage all parents to read to their children. We read to your children and we strive to have all children reading at grade level in all grades.
LIBRARY

It is the goal of the Afton Elementary Library Program to produce students who will grow to become life-long learners.

This goal requires that the responsibilities of the library staff include the following:

1. Build a collection of materials that will support and extend the classroom curriculum,
2. Build a collection of materials that will appeal to the wide variety of interests and abilities in our students,
3. Develop students who are information literate, and
4. Develop students who enjoy literature.

Parents and guardians should be aware of the following:

1. All grade levels have scheduled classes in the library but borrowing is NOT restricted to these times. Students are welcome to come to the library as often as they like.
2. Different grade levels have different borrowing limits.
3. All students are held accountable for the material they borrow.
4. Parents and guardians are invited to visit the library any time.
5. We happily accept volunteers!

Contact number: 639-8241

ALTERNATIVE LEARNING CENTER (ALC)

This room will be utilized for work in general or ISS but will be referred to as work room exclusively. Student consequences are confidential and assigned by administration. Students are not privy to the reason peers are assigned to the work room.

SIX-DAY CYCLE/INDIVIDUAL TEACHER SCHEDULE

The six-day cycle provides a continuous cycle of days. The rationale for this type of scheduling is to prevent a particular class from missing out on a special class. This usually occurs when a special class is scheduled for a Monday or a Friday. This is due to the fact that a number of our holidays fall on these days to create the “long weekend.”

The first day of school in September is known as Day 1, the next day is Day 2. If by chance the next day is Friday and school is cancelled, when the children return to school on Monday it would be Day 3; Tuesday, Day 4, etc. The cycle continues to repeat during the year. The individual teachers will provide you with your child’s schedule in the Fall.
STUDENT RECORDS

New York State Education Law requires the school district to keep accurate student records reflecting a student’s attendance and achievement while in school. At Afton, the progress report that goes home to you becomes part of the child’s record along with running records, writing samples, performance assessments, benchmark assessments and standardized test results. In the permanent record you will also find all correspondence sent from the main office to your home.

School personnel and parents may review the school records. Anyone else wishing to review the records must obtain the parents’ permission by signing a release form allowing us to send the records to the person/organization the parent has designated.

CELEBRATION PROGRAMS

At the Afton Elementary School, we offer several incentive programs for students. It is important that families understand that incentives and recognitions are earned by students. They are not a given for all students to participate. Students must succeed above and beyond the required core expectations to be eligible. This may require time and commitment beyond the school day.

At Afton Elementary we offer a high quality, differentiated and hands-on learning experience for all of our students. All students have an equal opportunity to participate in all school offered programs including incentive programs for reading, attendance and behavior. It is important to understand that students not meeting the incentive requirements cannot be permitted to participate in the incentive activity.

Attendance Incentive:
There will be an attendance incentive each marking period.

Behavior Incentive:
Each grade level will develop their behavior incentive.

Birthday Recognition:
Student birthdays are a special time for children in elementary school. Birthdays are recognized during morning announcements.

Balloons, gifts, etc., may be sent to the office for delivery to the student near day’s end. Party invitations are not to be handed out at school unless all children in the class are invited. This is intended to help avoid hurt feelings on the part of anyone in the class who may not be invited to the party or receive such recognition/gifts.

Bus Behavior Recognition:
Bus drivers distribute “Safe Rider” certificates to deserving students. These students are recognized at Morning Program. Each month two students are selected from the Safe Rider
recipients to be recognized as a “Bus Rider of the Month” during Morning Program. Each month, one bus will be chosen for excellent behavior demonstrated by all riders. This will be our Bus of the Month. A picture of students and their bus driver will be posted in the office window and published in the newspapers.

**Character Recognition/PBIS Knights of the Round Table Award:**
Character recognitions include a certificate. Teachers and aides recommend students for this recognition throughout each month based on the student’s demonstration of character traits and beyond the school-wide “Knights Code” expectations.

**Golden Trash Can Award:**
Each week, custodians will choose one classroom on each floor that is the cleanest. That room will get to display the Golden Trash Can Award for the week.

**Honor Roll Incentive:**
There will be an honor roll incentive each marking period.

**Reading Incentive:**
We have two reading incentive programs in our elementary school. One for grades PK-2 and the other for grades 3-6. Teachers work very hard to plan these reading incentive programs. Participation in the PK-2 reading incentive activity is for those students that read above and beyond the grade level requirements. Required reading is outlined by each grade level. PK-6 students receive grades for their required reading. Incentive reading PK-2 is optional. Students choosing not to participate are not penalized by grade. However, they are ineligible for the incentive if they choose not to participate in the program. Details on this year’s reading incentive PK-2 will be sent home the first week of school. Grades 3-6 will be providing activities to promote reading throughout the school year.

**PBIS – Knights of the Round Table:**
Once a month each grade level (1-5) chooses a Student of the Month. The students will be announced at Morning Program on the last Friday of the month. Parents/guardians will be notified. Students will receive a certificate. Students will have their picture taken for the office window and posted on the ACS website. Students of the Month will assist with the morning announcements during the month following their recognition.

**Student of the Month Great Effort Recognition:**
Once a month each homeroom teacher (1-5) chooses a student that displayed great effort and growth during the month. The students will be announced at Morning Program on the last Friday of the month. Parents/guardians will be notified. Students will receive a certificate.
RESPONSE TO INTERVENTION PLAN

When a child is struggling in the classroom, we have a process in our district that will help us to determine if your child will respond to scientific, research based interventions. This process starts with universal screenings that are given three times a year to all students in grades K-6 in the areas of math and reading. These universal screenings provide benchmarks that students need to reach to be successful at each grade level.

When a student falls below or is at risk of falling below the benchmark, the teacher calls a grade level team meeting with all teachers at that grade level to discuss the student’s area(s) of need. The grade level team then brainstorms interventions for the teacher to try in the classroom. The interventions are tried for a period of 2-4 weeks. At that time, if a student is still unsuccessful, the RTI provider meets with grade level for a student support meeting. Again, strengths and weaknesses are discussed and additional interventions are designed and implemented by the classroom teacher. If these interventions do not bring about success, the teacher comes to the Response to Intervention team. This team is considered Tier II on our intervention pyramid. This team consists of counselors, regular education teachers, special education teachers, intervention teachers and the school psychologist. The team looks at the student’s referral form, samples of student work and talks with the teacher. Recommendations for the teacher as to further interventions to implement in the classroom are made at this time. It is at this level that a student may be recommended for intervention services. The intervention teachers push in or pull students from the classroom for 30 minutes 3/6 days or everyday depending on their needs. Students work intensively on the skills that they are struggling with. The timeframe for each level of intervention depends on the student’s needs and levels of success within the tier. If a student remains unsuccessful, they may, on the recommendation of the RTI team, move into a higher tier of intervention.

We feel as a district that it is important for parents to understand the process that we take in helping students to be successful in school. If your child is recommended for intervention services, this means that we have already had at least three meetings to discuss your child’s progress and to brainstorm and implement research-based strategies to help your child to be successful.

This is considered a tiered intervention process. If your child is in Tier II, that means that he/she has already received Tier I interventions and is now receiving Tier II interventions as well. This is a sequential pyramid. Meeting notes will be sent to you should your child experience difficulties requiring an intervention plan. The meeting notes indicate the levels of interventions that have been implemented for your child.

If you have any questions, please do not hesitate to contact your child’s teacher. We thank you for your support as we continue to work together to provide the best possible education for all of our students.
PROMOTION AND RETENTION OF STUDENTS

It is essential that each child experience both challenge and success from school activities. To this end, the district will make every effort to place each student in the most appropriate learning level for a successful educational experience.

District curriculum guides indicate goals for achievement by the "average" student at each grade level. However, academic growth, like physical growth, does not take place at the same pace or time for all individuals. Certain students may achieve mastery in a shorter period, while others need additional time. Early identification and intervention, promotion and retention are methods of meeting the needs of such children.

The following guidelines shall govern student progression:

Early Identification/Intervention

Classroom teachers are expected to make every effort, consistent with the district's implementation of response to intervention (RTI) and academic intervention service (AIS), to identify early those students at risk of failing. The Building Principal and the parents/guardian must be notified promptly if retention is anticipated, and a special support program shall be designed for each child identified as in danger of failing. Such support services may include, but are not limited to, individualized assistance before, during or after the school day; a change in instructional approach, remedial classes; and, where appropriate, referral to the Committee on Special Education for evaluation.

Promotion/Retention

Elementary schools. At the elementary level, students who pass all subjects will be promoted. Students who do not make satisfactory progress in one or more basic subjects -- Reading, English, Mathematics, Spelling, Social Studies and Science -- shall have their cases considered on an individual basis and may be retained. Retention shall be limited to those situations where the best interest of the child is reasonably assured. Diligent effort shall be made to use all available resources to determine the child's appropriate placement.

Middle schools. Students who pass all subjects but one shall have the failure evaluated and a determination made as to the reason for the failure. The student may be required to repeat the subject, but in typical cases shall be promoted with recommendation for either summer school or assignment to a lower academic ability group. The decision shall be arrived at by consensus from a case conference approach involving teacher, Principal and guidance counselor.

Students who fail two subjects shall have their cases considered on an individual basis through a case conference approach described above.

Students who fail more than two subjects shall fail for the year.

Senior High School. In general, promotion from one class to the next shall be contingent upon the passing of all required subjects and the accumulation of 5.50 units of credit at each level.
Academic standards. Building Principals shall be responsible for ensuring that written standards for student progress at each grade level are available to parents and others upon request. Such academic standards are to be forwarded to the Superintendent of Schools each year.

Retention. A decision to retain shall be arrived at by consensus from a case conference approach involving the teacher, Building Principal, school psychologist, and parent/guardian. Factors to be considered include teacher recommendation; classroom achievement and attitude; standardized test scores; social and emotional development; results of the family conference; and, for identified students, recommendations by the Committee on Special Education. Standardized test scores will not be the sole or primary factor in the decision. If a consensus cannot be reached, the decision of the Building Principal shall be final.

No student will be retained without an appropriate educational plan defining what will occur that is instructionally different for the student. Once the educational plan has been implemented, the student will be monitored regularly. The educational plan will be revised until the student demonstrates acceptable performance.

In order to inform parents/guardians about the district's approach to promotion and retention, this policy will be posted on the district website and included in student and/or parent handbooks.

Cross-ref: 4321.2, School-wide Pre-referral and Intervention

Ref: Education Law §§ 305(47); 1709; 2503(4); 3202
8 NYCRR §100.4
Matter of Eckert, 13 EDR 270 (1979)
Op. Counsel, 1 EDR 775 (1952)

Adoption date: March 8, 1995
Revised: February 11, 1998
Revised: November 20, 2014
COMPUTER RESOURCES AND DATA MANAGEMENT REGULATION

The following rules and regulations govern the use of the district's computer network system, employee access to the Internet, and management of computerized records.

I. Administration

- The Superintendent of Schools shall designate the Technology Team to oversee the district's computer network.
- The Supervisors, in conjunction with the building administrators, shall monitor and examine all network activities, as appropriate, to ensure proper use of the system.
- The Technology Team shall develop and implement procedures for data back-up and storage. These procedures will facilitate the disaster recovery and notification plan and will comply with the requirements for records retention in compliance with the district’s policy on School District Records (1120) taking into account the use of onsite storage or storage in the cloud.
- The Superintendent shall be responsible for disseminating and interpreting district policy and regulations governing use of the district's network at the building level with all network users.
- The Superintendent shall ensure employee training for proper use of the network and will ensure that staff supervising students using the district's network provide similar training to their students, including providing copies of district policy and regulations (including policy 4526, Computer Use in Instruction) governing use of the district's network.
- The Technology Team shall take reasonable steps to protect the network from viruses, other software, and network security risks that would comprise the network.
- All student and employee agreements to abide by district policy and regulations and parental consent forms shall be kept on file.
- Consistent with applicable internal controls, the Superintendent in conjunction with the school business official and the Technology Team, will ensure the proper segregation of duties in assigning responsibilities for computer resources and data management.

II. Internet Access

   Student Internet access is addressed in policy and regulation 4526, Computer Use for Instruction. District employees and third party users are governed by the following regulations:

- Employees will be issued an e-mail account through the district’s computer network.
- Employees are expected to review their e-mail daily.
- Communications with parents and/or students should be saved as appropriate and the district will archive the e-mail records according to procedures developed by the Technology Team.
- Employees may access the internet for education-related and/or work-related activity
- Employees shall refrain from using computer resources for personal use during regular work hours.
- Employees are advised that they must not have an expectation of privacy in the use of the district’s computers.
- Use of computer resources in ways that violate the acceptable use and conduct regulation, outlined below, will be subject to discipline.
III. Acceptable Use and Conduct

The following regulations apply to all staff and third party users of the district's computer system:

- Access to the district's computer network is provided for educational and/or research purposes and management of district operations consistent with the district's mission and goals.
- Use of the district’s computer network is a privilege, not a right. Inappropriate use may result in the suspension or revocation of that privilege.
- Each individual in whose name an access account is issued is responsible at all times for its proper use.
- All network users will be issued a login name and password. Passwords must be changed periodically.
- District identified network users may access the district's system from off-site (e.g., from home).
- All network users are expected to abide by the generally accepted rules of network etiquette. This includes being polite and using only appropriate language. Abusive language, vulgarities and swear words are all inappropriate.
- Network users identifying a security problem on the district's network must notify appropriate staff. Any network user identified as a security risk or having a history of violations of district computer use guidelines may be denied access to the district's network.

IV. Prohibited Activity and Uses

The following is a list of prohibited activity for all staff and third party users concerning use of the district's computer network. Any violation of these prohibitions may result in discipline or other appropriate penalty, including suspension or revocation of a user's access to the network.

- Using the network for commercial activity, including advertising.
- Infringing on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting or making available any copyrighted software on the district computer network.
- Using the network to receive, transmit or make available to others obscene, offensive, or sexually explicit material.
- Using the network to receive, transmit or make available to others messages that are racist, sexist, abusive or harassing to others.
- Use of another’s account or password.
- Attempting to read, delete, copy or modify the electronic mail (e-mail) of other system users.
- Forging or attempting to forge e-mail messages.
- Engaging in vandalism. Vandalism is defined as any malicious attempt to harm or destroy district equipment or materials, data of another user of the district’s network or of any of the entities or other networks that are connected to the Internet. This includes, but is not limited to, creating and/or placing a computer virus, malware on the network, and not reporting security risks as appropriate.
- Using the network to send anonymous messages or files.
- Revealing the personal address, telephone number or other personal information of oneself or another person.
- Using the network for sending and/or receiving personal messages during regular work hours.
- Intentionally disrupting network traffic or crashing the network and connected systems.
- Installing personal software, using personal disks, or downloading files on the district's computers and/or network without the permission of the appropriate district official or employee.
- Using district computing resources for fraudulent purposes or financial gain.
- Stealing data, equipment or intellectual property.
- Gaining or seeking to gain unauthorized access to any files, resources, or computer or phone systems, or vandalize the data of another user.
- Wastefully using finite district resources.
- Changing or exceeding resource quotas as set by the district without the permission of the appropriate district official or employee.
- Using the network while your access privileges are suspended or revoked.
- Using the network in a fashion inconsistent with directions from teachers and other staff and generally accepted network etiquette.

V. No Privacy Guarantee

Users of the district’s computer network should not expect, nor does the district guarantee, privacy for electronic mail (e-mail) or any use of the district’s computer network. The district reserves the right to access and view any material stored on district equipment or any material used in conjunction with the district’s computer network.

VI. Sanctions

All users of the district's computer network and equipment are required to comply with the district's policy and regulations governing the district's computer network. Failure to comply with the policy or regulation may result in disciplinary action as well as suspension and/or revocation of computer access privileges.

Any information pertaining to or implicating illegal activity will be reported to the proper authorities. Transmission of any material in violation of any federal, state and/or local law or regulation is prohibited. This includes, but is not limited to materials protected by copyright, threatening or obscene material or material protected by trade secret. Users must respect all intellectual and property rights and laws.

VII. District Responsibilities

The district makes no warranties of any kind, either expressed or implied, for the access being provided. Further, the district assumes no responsibility for the quality, availability, accuracy, nature or reliability of the service and/or information provided. Users of the district’s computer network and the Internet use information at their own risk. Each user is responsible for verifying the integrity and authenticity of the information.
The district will not be responsible for any damages suffered by any user, including, but not limited to, loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by the user’s own negligence or any other errors or omissions. The district also will not be responsible for unauthorized financial obligations resulting from the use of or access to the district’s computer network or the Internet.

The district will take reasonable steps to protect the information on the network and provide a secure network for data storage and use, including ensuring that contracts with vendors address data security issues and that district officials provide appropriate oversight. Even though the district may use technical and/or manual means to regulate access and information, these methods do not provide a foolproof means of enforcing the provisions of the district policy and regulation.

Adoption date: January 22, 2009
Revised: April 9, 2015
DIGNITY FOR ALL STUDENTS

In accordance with the mission and vision, adopted by the Afton Central School Board of Education and the Dignity for All Students Act, effective July 1, 2012, the Afton Central School District Board of Education believes that safe, nurturing, and well-managed learning environments allow students to achieve their full potential in school and in life. A well-managed learning environment is one that includes student instruction in civility, citizenship, and character education; one that raises staff awareness of the individual and diverse needs of the student population; and one that trains school staff to respond sensitively and consistently to all incidents of discrimination, harassment, and bullying/cyber-bullying that may result from perceived differences. Otherwise, the failure to respond to acts of discrimination, harassment, cyber-bullying and bullying may interfere with the student’s ability to learn and with the school district’s ability to educate the students. In order for each student to reach their full academic potential, Afton Central School District is committed to creating and providing a positive school climate that is free from discrimination, harassment, and bullying/cyber-bullying.

School District Responsibilities:

The Afton Central School District prohibits all forms of discrimination and harassment by school employees or other students based on actual or perceived race, color, weight, national origin, ethnic affiliation, religion or religious practice, disability, sexual orientation, or gender on school property and at school sponsored functions and activities that take place off school property. This is not an exhaustive list. For example, students with acne or short stature, who are subjected to discrimination, harassment/bullying/cyber-bullying, are also covered by the Dignity Act effective this school year.

The Afton Central School District Administrators will investigate every reported incident of discrimination and harassment that occurs on school property or at school sponsored events. Incidents may be reported to a building administrator or the Dignity Act Coordinator by students, parents, school employees, or concerned community members. The building administrator and/or the Dignity Act Coordinator will interview the alleged targets of discrimination, harassment, or bullying/cyber-bullying, the witnesses, and other relevant individuals. Disciplinary consequences will be assigned as outlined in the student code of conduct for those who have been determined to be in violation of the Code of Conduct/Dignity for All Students Act and safety measures will be provided to the target of such discrimination, harassment, or bullying/cyber-bullying as outlined in Afton Central School District’s Code of Conduct.

Student Rights:

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

1. Students have the right to take part in all district activities on an equal basis regardless of actual or perceived race, color, weight, national origin, ethnic affiliation, religion or religious practice, disability, sexual orientation, or gender.

2. Students have the right to be protected from harassment/bullying/cyber-bullying and discrimination based on actual or perceived race, color, weight, national origin, ethnic affiliation, religion or religious practice, disability, sexual orientation, or gender.
• This is not an exhaustive list. Afton Central School District may add to the list of protected classes based on their own regional or specialized needs (for example, students of incarcerated parents).

**Student Responsibilities:**

1. Students have the responsibility to work with school staff and their peers to promote a safe school environment that is free from bullying, harassment, and discrimination.

2. Students are expected to treat one another fairly, civilly, and with dignity as outlined in the Student Code of Conduct, the Knights' Code, and the Dignity for All Students Act.

3. Students are expected to report incidents of discrimination, harassment, and bullying/cyber-bullying of students on school property/school district sponsored functions by any student and/or school employee that they see, experience, or hear about as soon as reasonably possible to their teacher, building administrator and/or the Dignity Act Coordinator. The suggested reporting order is to the teacher first, the Dignity Act Coordinator second, and lastly to a school administrator. Students may also use the digital form located on the Afton Central School District website to report incidents of discrimination, harassment, and bullying/cyber-bullying.

**Parent/Caregiver Responsibilities:**

1. Parents/caregivers have the responsibility to teach their children respect and dignity for all people regardless of actual or perceived race, color, weight, national origin, ethnic affiliation, religion or religious practice, disability, sexual orientation, or gender.

2. Parents/caregivers are expected to report incidents of discrimination, harassment, and bullying/cyber-bullying of students on school property/school district sponsored functions by any student and/or school employee that they see, experience, or hear about, as soon as reasonably possible to their child’s teacher, building administrator and/or the Dignity Act Coordinator. Parents/Caregivers may also use the digital form located on Afton Central School District website to report incidents of discrimination, and harassment/bullying/cyber-bullying.

**Dignity Act Coordinator:**

According to the Dignity for All Students Act, at least one school member, the Dignity Act Coordinator, is required to be trained in human relations regarding race, color, weight, national origin, ethnic affiliation, religion or religious practice, disability, sexual orientation, and gender. The Dignity Act Coordinator will be accessible to all students, parents/caregivers, and staff for consultation regarding the expectations of the Dignity for All Students Act.

The Dignity Act Coordinator for the Afton Elementary School is Laura Zanrucha, MS/HS Principal. She may be contacted by phone at 607-639-8201 or by email at lzanrucha@aftoncsd.org.
BULLYING AND DISCRIMINATION

Bullying and discrimination are unfair and one sided. It happens when someone repeatedly hurts, frightens, threatens or intentionally excludes someone.

It is stated in the Afton Central School Code of Conduct that students shall not engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct would include bullying or discrimination, which includes name calling, physical threats, physical contact or the use of race, color, creed, national origin, religion, gender, sexual orientation, or disability as a basis for treating another in a negative manner. This is supported by the U.S. Department of Education Office of Civil Rights.

Every student is entitled to a non-discriminatory educational environment in order to be able to work and learn. Any student who participates in this type of harassment or bullying will be held accountable for his/her actions.

Please read this with your child and discuss the importance of not engaging in discriminatory and bullying behavior towards other students.

Students that make the following choices will receive a discipline referral:

- Hurting someone physically by hitting, kicking, tripping, pushing, wrestling or biting
- Stealing or damaging another person’s belongings
- Group intimidation of one single person
- Insulting someone’s race or gender in anyway
- Touching or showing private body parts
- Verbally assaulting an adult or student

Steps Dependent of Severity of Incident:

Step 1: Three-way meeting: student, teacher and parent.
Step 2: Three-way meeting: teacher, parent and principal

Step 3: Counseling with the Principal and School Psychologist, parent contact, and in-school suspension. Referral to Response to Intervention Team.

Step 4: Counseling with the Principal/School Counselor, in-school suspension, and parent conference to develop a behavior plan.

Step 5: Out of school suspension, parent conference and possible referral to mental health.

The following behaviors should first be addressed by the classroom teacher and if applicable, special area teachers and documented with parent contact. If further incident occurs, it should be reported to the Principal in a written referral.

- Spreading rumors or untruths about someone
• Excluding someone intentionally or trying to get other kids not to play with someone
• Creating clubs or mimicking gang-like behavior
• Teasing someone in a hurtful way
• Name calling

Potential consequences for the above behaviors:

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**GRADES 2-5 ASSET BUILDING OLWEUS CLASS MEETINGS**

The second, third and fourth grade goals are to teach strategies that build internal and external assets. The focus will be on respect, tolerance, friendship building, bully prevention, abduction and abuse prevention.

The fifth and sixth grade goals are to teach strategies that further build assets and in turn promote the following: respect, empathy, tolerance, suicide prevention, drug and alcohol prevention, abuse prevention, resiliency, self-esteem and problem solving skills. Our curriculum will meet the State Dignity Act recommendations, follow the Olweus program, and meet Health, Social and Emotional Standards.

We are committed to further developing our class meetings and Olweus program while providing the best team building experiences which promote and build character and self-esteem, both critical for success in school and in life.
Tips for Parents:  
What to Do If Your Child Witnesses Bullying

Many children are observers or “bystanders” in cases of bullying at school. It is important that even students who are bystanders in a bullying situation take action to get help, so the bullying stops. We are taking steps to teach this important information to students at school. Here are some things you can do to support these efforts at home.

If your child talks to you about the bullying that he or she witnesses at school, you are encouraged to do the following:

- Teach your child how to get help without getting hurt.
- Encourage your child to verbally intervene if it is safe to do so, by saying such things as: “Cool it! This isn’t going to solve anything.”
- Tell your child not to cheer on or even quietly watch bullying. This only encourages a child who bullies—who wants to be the center of attention.
- Encourage your child to tell a trusted adult about the bullying. Talking to an adult is not “tattling”—it is an act of courage and safety. Suggest going to an adult with a friend, if that will make it easier.
- Help your child support others who tend to be bullied.
- Teach your child to include these children in activities.
- Praise and reward “quiet acts of courage”—where your child tried to do the right thing to stop bullying, even if he or she was not successful.
- Work with your child to practice specific ways he or she can help stop bullying. For example, role-play with him or her what he or she could say or do to help someone who is being bullied.

This list has been adapted from a publication originally created for “Take a Stand. Lend a Hand. Stop Bullying Now!” a campaign of the Health Resources and Services Administration, the Maternal and Child Health Bureau, and the U.S. Department of Health and Human Services.  
www.StopBullyingNow.hrsa.gov
What Is Bullying?

Bullying:
- Deliberate (on purpose)
- Repeated (more than once)
- Power Imbalanced (unequal power)

Verbal (Words)
- Yelling, spitting, insulting

Physical (Actions)
- Pushing, hitting, kicking

Cyberbullying (Social Media)
- Sending hurtful messages or images by Internet or cell phone
- Excluding, spreading rumors
- Turning friends against you

Relational (Friendships)
-
What Is Bullying?

Bullying is a form of emotional or physical abuse that has three defining characteristics:

1. **Deliberate**—a bully's intention is to hurt someone
2. **Repeated**—a bully often targets the same victim again and again
3. **Power Imbalanced**—a bully chooses victims he or she perceives as vulnerable

Bullying occurs in many different forms, with varying levels of severity. It may involve:

- **Physical Bullying**—poking, pushing, hitting, kicking, beating up
- **Verbal Bullying**—yelling, taunting, name-calling, insulting, threatening to harm
- **Relational Bullying**—excluding, spreading rumors, getting others to hurt someone
- **Cyberbullying**—Sending hurtful messages or images by Internet or cell phone

Understanding what bullying looks like will help you stop it before it escalates.

eyesonbullying.org
Tips for Parents:
What to Do If Your Child Is Being Bullied

If your child is being bullied at school, this can be a very painful experience for your child and your family. We are doing all we can at school to put a stop to bullying. Here are some additional things you can do to support your child if he or she is being bullied:

- Never tell your child to ignore the bullying.
- Don’t blame your child for the bullying. Don’t assume your child did something to provoke the bullying.
- Allow your child to talk about his or her bullying experiences. Write down what is shared.
- Empathize with your child. Tell him or her that bullying is wrong, that it is not his or her fault, and that you are glad he or she had the courage to tell you about it.
- If you disagree with how your child handled the bullying situation, don’t criticize him or her. It is often very difficult for children to know how best to respond.
- Do not encourage physical retaliation.
- Check your emotions. A parent’s protective instincts stir strong emotions. Although it is difficult, step back and consider the next steps carefully.
- Contact a teacher, school counselor, or principal at your school immediately and share your concerns about the bullying that your child has experienced.
- Work closely with school personnel to help solve the problem.
- Encourage your child to develop interests and hobbies that will help build resiliency in difficult situations like bullying.
- Encourage your child to make contact with friendly students in his or her class, or help your child meet new friends outside of school.
- Teach your child safety strategies, such as how to seek help from an adult.
- Make sure your child has a safe and loving home environment.
- If you or your child need additional help, seek help from a school counselor and/or mental health professional.

This list has been adapted from a publication originally created for “Take a Stand. Lend a Hand. Stop Bullying Now!” a campaign of the Health Resources and Services Administration, the Maternal and Child Health Bureau, and the U.S. Department of Health and Human Services. www.StopBullyingNow.hrsa.gov

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Dear Parent/Guardians,

Your child's school will be using the Olweus Bullying Prevention Program. This research-based program reduces bullying in schools. It also helps to make school a safer, more positive place where students can learn.

Although this program takes place at school, we need your help too. You can talk about bullying and our school's anti-bullying rules at home with your child. We want to work with you to prevent and stop bullying from happening in our school.

What is the Olweus Bullying Prevention Program?

The Olweus Bullying Prevention Program (OBPP) prevents or reduces bullying in elementary, middle, and junior high schools (with students ages five to fifteen). OBPP is not a curriculum, but a program that deals with bullying at the schoolwide, classroom, individual, and community levels. Here is what happens at each level:

Schoolwide

* Teachers and staff will be trained to use the program and deal with bullying problems.
* A schoolwide committee will oversee the program.
* Students will complete a questionnaire to give us information about the amount and type of bullying at our school.
* All students will follow these four anti-bullying rules:
  1. We will not bully others.
  2. We will try to help students who are bullied.
  3. We will try to include students who are left out.
  4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.
* Staff will make sure that all areas of our school where bullying is likely to occur are being watched.
* There may be schoolwide parent meetings and parent and student events.

In the Classroom

* The four anti-bullying rules will be taught in all classrooms.
* Class meetings will be held where students talk about what bullying is. Students will learn why bullying should not
happen. They will also learn to ask an adult for help if they see or experience bullying.

* Teachers will use positive and negative consequences for following and not following the four anti-bullying rules.

* Teachers will work to make the classroom a positive place for students.

**For Individuals Who Bully or Who Are Bullied**

* Teachers and other staff will be trained to deal with bullying situations and the students involved.

* Students who bully others will be given consequences as soon as possible.

* Students who are bullied will be supported by staff. They will be told what action will be taken to end the bullying.

* Teachers and other staff will meet with the parents of students who bully and students who are bullied.

**In the Community**

* Our school will be looking for ways to develop partnerships with community members and carry the anti-bullying message community-wide.

**How Much Bullying Happens in the United States?**

In a U.S. study of bullying, with more than 15,000 students in grades 6 through 10, researchers found that 17 percent of students said they had been bullied “sometimes” or more often during the school term. Eight percent had been bullied at least once a week. Nineteen percent had bullied others “sometimes” or more often during the term. Nine percent had bullied other students at least once a week.*

---

How Much and What Kind of Bullying Is Going on at Our School?

You will be able to find the answer to this question at our schoolwide or class-level parent meetings. Students will be filling out an anonymous Olweus Bullying Questionnaire. This questionnaire will give our school information about how much bullying and what kind of bullying is going on. It will also tell us where it usually happens and how students are handling it. The questionnaire will be given again at the same time next year. That way we can see what has changed now that our bullying prevention program is in place.

What Are the Consequences of Bullying?

Students who are bullied may become depressed and have low self-esteem. Many of them may have health problems such as stomachaches and headaches. Their schoolwork is likely to suffer too. Some bullied students may have suicidal thoughts and may even end their own lives. The effects on students who are bullied can last far into the future, long after they are out of school. It is an obvious human right for every student to feel safe in school and to be spared the experience of being bullied.

Students who bully others also have problems, but different ones. Many bullying students are involved in other “antisocial” behaviors, such as breaking rules, shoplifting, and harming property. They may also drink alcohol and smoke at a young age and carry a weapon. There are also

How Do I Know If My Child Is Being Bullied?

There are some warning signs that you can look for if you think your child is being bullied. Be concerned if your child

- comes home with torn, damaged, or missing pieces of clothing, books, or other belongings
- has unexplained cuts, bruises, and scratches
- has few, if any, friends with whom he or she spends time
- seems afraid of going to school or walking to and from school
- seems afraid to ride the school bus or take part in activities with peers (such as clubs)
- takes a long, “illogical” route when walking to or from school or the bus stop
- has lost interest in schoolwork or suddenly begins to do poorly in school
- appears sad, moody, teary, or depressed when he or she comes home
- talks frequently about headaches, stomachaches, or other physical problems
- has trouble sleeping or has frequent bad dreams
- has a loss of appetite
- appears anxious and/or suffers from low self-esteem

If your child shows any of these signs, it does not necessarily mean that he or she is being bullied, but it is worth checking out. (These could also be signs of other problems, such as depression, lack of friendships, or lack of interest in school.)
clear signs that students who bully, in particular boys, are at a greater risk of being involved in crime when they are older. These facts make it clear that preventing bullying is important also for the sake of students who bully others.

Bystanders who witness bullying are affected as well. They often feel afraid at school. They may also feel powerless to change the situation, or perhaps guilty for not taking action. Or they may be drawn into the bullying themselves and feel bad about it afterward.

What Can I Do If I Think My Child Is Being Bullied?

If you think your child is being bullied:

a. Share your concerns with your child’s teacher. He or she has been trained in how to deal with bullying situations so the bullying will stop. He or she will take your concerns seriously.

b. Talk with your child. Tell him or her that you are concerned and ask some questions, such as
   - Are students teasing you at school?
   - Is anybody picking on you at school?
   - Are there students who are leaving you out of activities at school on purpose?

c. Try to find out more about your child’s school life in general. If your child is being bullied, he or she may be afraid or embarrassed to tell you. Here are some questions you could ask:
   - Do you have any special friends at school this year? Who are they?
   - Who do you sit with at lunch or on the bus?
   - Are there any students at school you really don’t like? Why don’t you like them?
   - Do they ever pick on you or leave you out of things?

What Else Can I Do If My Child Is Being Bullied?

- Focus on your child.
- Talk to your child’s teacher or principal.
- Encourage your child to spend time with friendly students in his or her class.
- Help your child meet new friends outside of school.
- Teach your child safety strategies, such as how to seek help from an adult.
- Make sure your home is a safe and loving place for your child.

If you and your child need additional help, talk with a school counselor and/or mental health professional.
What Else Can I Do If My Child Is Being Bullied?

As part of the Olweus Bullying Prevention Program, students will be taught to tell an adult if they are being bullied or know of a bullying problem. It is important that any adult (at home or at school) take action right away if a child reports bullying. Here are some more things you can do if your child tells you he or she is being bullied:

a. Focus on your child.

- Support your child and find out more about the bullying. Do not ignore the bullying or tell your child to ignore it. This sends the message that bullying is okay.
- Don't blame your child for the bullying. No matter what your child does, he or she does not deserve to be bullied.
- Listen carefully to what your child tells you about the bullying. Ask him or her to describe what happened. Ask who was involved, where it happened, and if there were any witnesses.
- Tell him or her that bullying is wrong and not his or her fault. Say that you are glad he or she had the courage to speak up. Tell him or her that you will do something about it and explain what you are going to do.
- If you disagree with how your child handled the bullying, don't criticize him or her.
- Do not tell your child to fight back. This is not likely to end the problem and could make it worse by getting your child in trouble at school.
- Control your own emotions. Step back and think carefully about what you will do next.
- If your child begs you not to talk to anyone at school about the bullying, you might say, “What happened is wrong. It is against the school’s rules and has to stop. Parents have agreed to be a part of keeping all students safe at your school. We need to let school staff know about this. We promise to do all that we can to make things better for you, not worse.” Never promise your child that you will not tell school staff if you plan to do so.

b. Talk to your child’s teacher or principal.

- Explain the facts that you know. Tell him or her that you want to work with your child’s school to solve the problem.
- Do not talk to the parents of the child who bullied your child. Let school staff do this.
- Expect the bullying to stop. Talk often with your child and his or her teacher to make sure this happens.

“Class meetings have really helped with outside recess. Kids are really following the rules and treating each other with more respect.”

— AN ELEMENTARY STUDENT
"I really think our recess is more fun and better now because I used to get glares and dirty looks—and all that has stopped."

— AN ELEMENTARY STUDENT

"The power of the program lies in staff and students using common language to address bullying situations. A message is carried out to students saying bullying will not be tolerated here."

— A JUNIOR HIGH SCHOOL COUNSELOR

c. Although a child who is bullied is never responsible for the bullying, there are things you can do to help your child handle the situation:

- Encourage your child to develop interests and hobbies that will help him or her handle difficult situations like bullying.
- Encourage your child to spend time with friendly students in his or her class. Allow your child to spend time with these children outside of school, if possible.
- Help your child meet new friends outside of school.
- Teach your child safety strategies, such as how to seek help from an adult.
- Make sure your home is a safe and loving place for your child. Take time to talk with your child often.
- If you and your child need additional help, talk with a school counselor and/or mental health professional.

**What Can I Do If My Child Is Bullying Others?**

Here are some things you can do to help your child stop bullying others:

a. Make it clear to your child that you take bullying seriously and that bullying is not okay.

b. Develop clear rules within your family for your child’s behavior. Praise your child for following the rules and use nonphysical and logical consequences when rules are broken. A logical consequence for bullying behavior might be a loss of privileges for a while, such as using the phone to call friends, using email to talk with friends, and other activities your child enjoys.
c. Spend lots of time with your child and carefully supervise and monitor his or her activities. Find out who your child’s friends are and how and where they spend their free time.

d. Build on your child’s talents by trying to get him or her involved in positive activities (such as clubs, music lessons, and nonviolent sports). Be sure to watch his or her behavior in these places as well.

e. Share your concerns with your child’s teacher, counselor, and/or principal. Work together to send a clear message to your child that his or her bullying must stop.

f. If you and your child need additional help, talk with a school counselor and/or mental health professional.

What If My Child Isn’t Involved in Bullying?

Bullying affects everyone at school, because it affects the entire school climate. Your child might not be directly involved in bullying but still might be afraid of certain students or areas of the school where bullying takes place. Your child is probably aware of bullying problems or may have seen bullying happen. In that case, he or she is involved either by supporting the bullying or by not supporting it, either by taking action to stop it or by doing nothing about it.

Children who are not directly involved have a key role to play in stopping and preventing bullying. It is for this reason that the Olweus Bullying Prevention Program is a schoolwide program. Your child will learn through discussions and role-plays at school how he or she can help prevent and stop bullying.

Here are some ways you can begin talking about bullying with your child:

• I’m interested in your thoughts and feelings about bullying. What does the word “bullying” mean to you?

• Do you ever see students at your school being bullied by other students? How does it make you feel?

• What do you usually do when you see bullying going on?

• Have you ever tried to help someone who was being bullied? What happened? What do you think you can do if it happens again?

• Would you feel like a “tattletale” if you told an adult that someone was bullying?

• Have you ever called another person names? Do you think that is bullying? Talk more about that.

• Do you or your friends ever leave other students out of activities? (Talk more about this type of bullying.)

• Is your school doing special things to try to prevent bullying? If so, tell me about your school’s rules and programs against bullying.

• What things do you think parents could/should do to help stop bullying?
You can also help your child learn how to stop and prevent bullying by talking about it at home. Encourage your child to share with you his or her thoughts and concerns about school life. Here are some ways you can begin talking about bullying with your child:

- I'm interested in your thoughts and feelings about bullying. What does the word “bullying” mean to you?
- Do you ever see students at your school being bullied by other students? How does it make you feel?
- What do you usually do when you see bullying going on?
- Have you ever tried to help someone who was being bullied? What happened? What do you think you can do if it happens again? Can I help you think through or practice some ways of responding?
- Would you feel like a “tattletale” if you told an adult that someone was bullying? (Talk about how it is not tattling but doing the right thing to help someone who is being bullied.)
- Would you be willing to tell someone if you had been bullied? Why? Why not? Would you feel comfortable telling me? Whom at school might you tell?
- Have you ever called another person names? Do you think that is bullying? Talk more about that.
- Do you or your friends ever leave other students out of activities? (Talk more about this type of bullying.)
- What do you think needs to happen at school to stop bullying?
- Is your school doing special things to try to prevent bullying? If so, tell me about your school’s rules and programs against bullying.
- I hear that you have regular class meetings to talk about issues such as bullying. What did you talk about in your class meeting this week?
- What things do you think parents could/should do to help stop bullying?

If you have any questions about our school’s bullying prevention program, please contact your child’s primary classroom teacher, homeroom teacher, or student advisor. It is very important that we work with you to prevent bullying. Thank you for your interest and support.

“The program also forces you to look at bullying in a different light, giving it a much more serious approach rather than something that kids just do. It really works to change attitudes toward bullying.”

— A PREVENTION SPECIALIST
OUR HUMAN RIGHTS

I have a right to be happy and to be treated with compassion in this room:
This means that no one will laugh at me or hurt my feelings.

I have a right to be myself in this room:
This means that no one will treat me unfairly because of my skin color,
fat or thin,
tall or short,
boy or girl,
or by the way I look.

I have a right to be safe in this room:
This means that no one will hit me,
kick me,
push me,
pinch me,
or hurt me.

I have a right to hear and be heard in this room:
This means that no one will yell,
scream,
shout
or make loud noises.

I have a right to learn about myself in this room:
This means that I will be free to express my feelings and opinions without being interrupted or punished.

I have a right to learn according to my own ability:
This means no one will call me names because of the way I learn.
# CODE OF CONDUCT

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CODE OF CONDUCT

Adoption date: March 8, 1995
Revised: October 3, 2013

INTRODUCTION

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

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

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

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

Adoption date: October 3, 2013
DEFINITIONS

For purposes of this code, the following definitions apply.

"Disruptive student" means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

“Gender” means actual or perceived sex and shall include a person’s gender identity or expression.

“Gender expression” is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice or mannerisms.

“Gender identity” is one’s self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

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

"School property" means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law §142.

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

“Sexual orientation” means actual or perceived heterosexuality, homosexuality or bisexuality.

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

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possess, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.
"Weapon" means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

Adoption date: October 3, 2013
STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

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

1. Take part in all district activities on an equal basis regardless of race, weight, color, creed, national origin, ethnic group, religion, religious practice, gender or sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school policies, regulations and rules and, when necessary, receive an explanation of those rules from school personnel.

B. Student Responsibilities

All district students have the responsibility to:

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

Adoption date: October 3, 2013
A. Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the district to optimize their child’s educational opportunities.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Ensure their children are dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them so that their children can help create a safe, supportive school environment.
8. Convey to their children a supportive attitude toward education and the district.
9. Build positive, constructive relationships with teachers, other parents and their children’s friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.

B. Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Maintain confidentiality in conformity with federal and state law.
6. Communicate to students and parents:
   a. Course objectives and requirements
   b. Marking/grading procedures
   c. Assignment deadlines
   d. Expectations for students
   e. Classroom discipline plan.
7. Communicate regularly with students, parents and other teachers concerning growth and achievement.
8. Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law.
9. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
10. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

C. Guidance Counselors

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
3. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
4. Regularly review with students their educational progress and career plans.
5. Maintain confidentiality in accordance with federal and state law.
6. Provide information to assist students with career planning.
7. Encourage students to benefit from the curriculum and extracurricular programs.
8. Make known to students and families the resources in the community that are available to meet their needs.
9. Participate in school-wide efforts to provide adequate supervision in all school spaces.
10. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
11. Address personal biases that may prevent equal treatment of all students.

D. Other School Personnel

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Maintain confidentiality in accordance with federal and state law.
3. Be familiar with the code of conduct.
4. Help children understand the district’s expectations for maintaining a safe, orderly environment.
5. Participate in school-wide efforts to provide adequate supervision in all school spaces.
6. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students.
E. Principals/Administrators

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

2. Ensure that students and staff have the opportunity to communicate regularly with the principal/administrators and have access to the principal/administrators for redress of grievances.

3. Maintain confidentiality in accordance with federal and state law.

4. Evaluate on a regular basis all instructional programs to ensure infusion of civility education in the curriculum.

5. Support the development of and student participation in appropriate extracurricular activities.

6. Provide support in the development of the code of conduct, when called upon. Disseminate the code of conduct and anti-harassment policies.

7. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

8. Participate in school-wide efforts to provide adequate supervision in all school spaces.

9. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.

10. Address personal biases that may prevent equal treatment of all students and staff.

F. The Dignity Act Coordinator(s)

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

2. Oversee and coordinate the work of the district-wide and building-level bullying prevention committees.

3. Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.

4. Coordinate, with the LINKS Committee, training in support of the bullying prevention committee.

5. Be responsible for monitoring and reporting on the effectiveness of the district’s bullying prevention policy.

6. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.

7. Address personal biases that may prevent equal treatment of all students and staff.
G. Superintendent

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Inform the Board about educational trends relating to student discipline
3. Review with district administrators the policies of the Board of education and state and federal laws relating to school operations and management.
4. Maintain confidentiality in accordance with federal and state law.
5. Work to create instructional programs that minimize incidence of misconduct and are sensitive to student and teacher needs.
6. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
7. Participate in school-wide efforts to provide adequate supervision in all school spaces.
8. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
9. Address personal biases that may prevent equal treatment of all students and staff.

H. Board of Education

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Maintain confidentiality in accordance with federal and state law.
3. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the code of conduct.
4. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
5. Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
6. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.
7. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students and staff.

Adoption date: October 3, 2013
All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming and appearance, including hair style/color, jewelry, make-up, and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process. An example would be excessive chains.
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate. No midriffs may be showing. Shoulder straps must be at least one inch wide. Shorts must be ‘around mid-thigh’ or longer.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. **Athletic shoes – sneakers are to be worn in every physical education class. No sandals, flip flops, etc. will be allowed in physical education class.** Footwear that is a safety hazard will not be allowed. An example of unsafe shoes are ones with soles or heels that are higher than 3 inches.
5. Not include the wearing of hats in the classroom except for a medical or religious purpose. These items should be kept in the school provided locker.
6. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability. This includes words or pictures on clothing. An example would be a ‘Hooters’ shirt.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities. This includes words or pictures.

Each Building Principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

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

Adoption date: October 3, 2013
The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

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

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the consequences for their conduct.

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

A. Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:

1. Running in hallways.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district’s acceptable use policy.

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
2. Lateness for, missing or leaving school without permission. Skipping detention.
C. Engage in conduct that is disruptive. Examples of disruptive conduct include, but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
2. Inappropriate public sexual contact.
3. Display or use of personal electronic devices, such as, but not limited to, cell phones, I-pods, digital cameras, in a manner that is in violation of district policy.

D. Engage in conduct that is violent. Examples of violent conduct include, but are not limited to:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
4. Displaying what appears to be a weapon.
5. Threatening to use any weapon.
6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
7. Intentionally damaging or destroying school district property.

E. Engage in any conduct that endangers the safety, physical or mental health or welfare of others. Examples of such conduct include, but are not limited to:

1. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
2. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
4. Discrimination, which includes using race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability to deny rights, equitable treatment or access to facilities available to others.
5. Harassment (or Bullying), is the creation of a hostile environment by conduct or threats, intimidation or abuse. (See policy, 0115, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)
6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
7. Hazing, which includes an induction, initiation or membership process involving harassment (see policy 0115 for a more complete definition).
8. Selling, using, distributing or possessing obscene material.
9. Using vulgar or abusive language, cursing or swearing.
10. Smoking a cigarette, cigar, pipe, electronic cigarette, or using chewing or smokeless tobacco.
11. Possessing, consuming, selling, offering, manufacturing, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any synthetic version thereof, whether specifically illegal or not, commonly referred to as "designer drugs" which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.
12. Inappropriately using or sharing prescription and over-the-counter drugs.
14. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
15. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

G. Engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Assisting another student in any of the above actions.

H. Engage in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or a school function. Such misconduct includes, but isn’t limited to, threatening or harassing students or school personnel through any means off-campus, including cyberbullying (for a complete definition of harassment, bullying and cyberbullying refer to policy 0115, Student Harassment and Bullying Prevention and Intervention).

Adoption date: October 3, 2013
Revised: October 16, 2014
REPORTING VIOLATIONS

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

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

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

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

Adoption date: October 3, 2013
DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS 5300.40

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

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

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

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

A. Penalties

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

1. Oral warning – any member of the district staff
2. Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent
3. Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent
4. Detention – teachers, Principal, Superintendent
5. Suspension from transportation – Director of Transportation, Principal, Superintendent
6. Suspension from athletic participation – coaches, Principal, Superintendent
7. Suspension from social or extracurricular activities – activity director, Principal, Superintendent
8. Suspension of other privileges – Principal, Superintendent
9. In-school suspension – Principal, Superintendent
10. Removal from classroom by teacher – teachers, Principal
11. Short-term (five days or less) suspension from school – Principal, Superintendent, Board
12. Long-term (more than five days) suspension from school – Superintendent, Board
13. Permanent suspension from school – Superintendent, Board.

B. Procedures

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

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention

Teachers, Principals and the Superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the Principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Principal or the Superintendent or their designees.

In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the Principal or the Principal’s designee to discuss the conduct and the penalty involved.
3. Suspension from athletic participation, extra-curricular activities and other privileges (See Athletic Contract)

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

4. In-school Suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes Principals and the Superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." The in-school suspension teacher will be a certified teacher.

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

5. Teacher Disciplinary Removal of Disruptive Students

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

On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.
If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.

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

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

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

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

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

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

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including the district’s code of conduct.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.
The Principal or his/her designee may overturn a removal at any point between receiving
the referral form issued by the teacher and the close of business on the day following the 48-hour
period for the informal conference. No student removed from the classroom by the classroom
teacher will be permitted to return to the classroom until the Principal makes a final determination,
or the period of removal expires, whichever is less.

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

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

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

6. Suspension from School

Suspension from school is a severe penalty, which may be imposed only upon students
who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the
safety, morals, health or welfare of others.

The Board retains its authority to suspend students, but places primary responsibility for
the suspension of students with the Superintendent and the Principals.

Any staff member may recommend to the Superintendent or the Principal that a student be
suspended. All staff members must immediately report and refer a violent student to the Principal
or the Superintendent for a violation of the code of conduct. All recommendations and referrals
shall be made in writing unless the conditions underlying the recommendation or referral warrant
immediate attention. In such cases a written report is to be prepared as soon as possible by the
staff member recommending the suspension. The Superintendent or Principal, upon receiving a
recommendation or referral for suspension or when processing a case for suspension, shall gather
the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short term (five days or less) Suspension from School

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

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

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

After the conference, the Principal shall promptly advise the parents in writing of his or her decision. The Principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within ten (10) business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of education with the District Clerk within 10 business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

b. Long term (more than five days) Suspension from School

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

The Superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.
An appeal of the decision of the Superintendent may be made to the Board, which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the district clerk within thirty (30) days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

c. Permanent suspension

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

d. Procedure After Suspension

The Board may condition a student’s early return from a suspension on the student’s voluntary participation in counseling or specialized classes, such as anger management or dispute resolution. The Board retains discretion in offering this opportunity. If and when the student and/or parent/guardian agrees to this option, the terms and conditions shall be specified in writing.

C. Minimum Periods of Suspension

1. Students who bring or possess a weapon on school property

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

1. The student's age.
2. The student's grade in school.
3. The student's prior disciplinary record.
4. The Superintendent's belief that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others.
6. Other extenuating circumstances.

A student with a disability may be suspended in accordance with the requirements of state and federal law.

2. Students who commit violent acts other than bringing or possessing a weapon on school property
Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student’s parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher's authority over the classroom

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom will be suspended from school for at least five days. For purposes of this code of conduct, “repeatedly is substantially disruptive” means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law § 3214 (3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling

The Guidance Office shall handle all referrals of students to counseling.

2. PINS Petitions

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

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

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

c. Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.
3. **Juvenile Delinquents and Juvenile Offenders**

The Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

a. Any student under the age of 16 who is found to have brought a weapon to school, or
b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law § 1.20 (42).

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

Adoption date: October 3, 2013
ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student. The Board of Education expects students, administrators, teachers and parents to make every effort to maintain student academic progress in the event of removal or suspension, and support student re-entry to the classroom at the conclusion of the disciplinary action.

Cross-ref: 4327, Homebound Instruction

Adoption date: October 3, 2013
Revised: November 20, 2014
The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the district’s student code of conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York’s Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes.

Therefore, the Board is committed to ensuring that the district follows suspension and removal procedures that are consistent with those protections. The code of conduct for students is intended to afford students with disabilities and students presumed to have a disability for discipline purposes the express rights they enjoy under applicable law and regulations.

Definitions

For purposes of this portion of the code of conduct, and consistent with applicable law and regulations, the following definitions will apply:

1. Behavioral intervention plan (BIP) means a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.

2. Controlled substance means a drug or other substance abuse identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).

3. Disciplinary change in placement means a suspension or removal from a student’s current educational placement that is either:
   a. For more than 10 consecutive school days; or
   b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, because the student’s behavior is substantially similar to the student’s behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another.

4. Illegal drug means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional, or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of federal law.

5. Interim alternative educational setting (IAES) means a temporary educational placement, other than the student’s current placement at the time the behavior precipitating the IAES...
placement occurred. An IAES must allow a student to continue to receive educational services that enable him or her to continue to participate in the general curriculum and progress toward meeting the goals set out in the student’s individualized education program; as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

6. **Manifestation review** means a review of the relationship between the student’s disability and the behavior subject to disciplinary action required when the disciplinary action results in a disciplinary change of placement, and conducted in accordance with requirements set forth later in this policy.

7. **Manifestation team** means a district representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the committee on special education as determined by the parent and the district.

8. **Removal** means a removal of a student with a disability for disciplinary reasons from his or her current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.

9. **School day** means any day, including a partial day, that students are in attendance at school for instructional purposes.

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

11. **Student presumed to have a disability for discipline purposes** means a student who, under the conditions set forth later in this policy, the district is deemed to have had knowledge was a student with a disability before the behavior that precipitated the disciplinary action.

12. **Suspension** means a suspension pursuant to §3214 of New York’s Education Law.

13. **Weapon** means the same as the term “dangerous weapon” under 18 USC §930(g)(2) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except a pocket knife with a blade of less than two and one-half inches in length.

**Authority of School Personnel to Suspend or Remove Students with Disabilities**

The Board, District Superintendent, Superintendent of Schools or a Building Principal with authority to suspend students under the Education Law may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days.

The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed ten consecutive school days inclusive of any period in which the student has been suspended or removed for the same behavior pursuant to the above paragraph, if the Superintendent determines that the student’s behavior warrants the suspension. The Superintendent also may order additional suspensions of not more than ten consecutive school days in the same school year for separate incidents of misconduct, as long as the suspensions do not constitute a disciplinary change of placement.
In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the student’s behavior was not a manifestation of the student’s disability. In such an instance, the Superintendent may discipline the student in the same manner and for the same duration as a non-disabled student.

Furthermore, the Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability to an IAES to be determined by the committee on special education for a period of up to 45 school days if the student either:

1. Carries or possesses a weapon to or at school, on school premises or to a school function, or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the district’s jurisdiction, or
3. Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the district’s jurisdiction.

The Superintendent may order the placement of a student with a disability to an IAES under such circumstances, whether or not the student’s behavior is a manifestation of the student’s disability. However, the committee on special education will determine the IAES.

**Procedures for the Suspension or Removal of Students with Disabilities by School Personnel**

1. In cases involving the suspension or removal of a student with a disability for a period of five consecutive school days or less, the student’s parents or persons in parental relation to the student will be notified of the suspension and given an opportunity for an informal conference in accordance with the same procedures that apply to such short term suspensions of non-disabled students.

2. The suspension of students with disabilities for a period in excess of five school days will be subject to the same due process procedures applicable to non-disabled students, except that the student disciplinary hearing conducted by the Superintendent or a designated hearing officer shall be bifurcated into a guilt phase and a penalty phase. Upon a finding of guilt, the Superintendent or the designated hearing officer will await notification of the determination by the manifestation team as to whether the student’s behavior was a manifestation of his or her disability. The penalty phase of the hearing may proceed after receipt of that notification. If the manifestation team determined that the behavior was not a manifestation of the student’s disability, the student may be disciplined in the same manner as a non-disabled student, except that he or she will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student’s disability, the hearing will be dismissed, unless the behavior involved concerned weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.
Limitation on Authority of School Personnel to Suspend or Remove Students with Disabilities

The imposition of a suspension or removal by authorized school personnel may not result in a disciplinary change of placement of a student with a disability that is based on a pattern of suspensions or removals as set forth above in the Definitions section of this policy, unless:

1. The manifestation team determines that the student’s behavior was not a manifestation of the student’s disability, or
2. The student is removed to an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury as set forth above.

School personnel will consider any unique circumstances on a case-by-case basis when determining whether a disciplinary change in placement is appropriate for a student with a disability who violates the district’s code of conduct.

In addition, school personnel may not suspend or remove a student with a disability in excess of the amount of time that a non-disabled student would be suspended for the same behavior.

Parental Notification of a Disciplinary Change of Placement

The district will provide the parents of a student with a disability notice of any decision to make a removal that constitutes a disciplinary change of placement because of a violation of the student code of conduct. Such notice will be accompanied by a copy of the procedural safeguards notice.

Authority of an Impartial Hearing Officer to Remove a Student with a Disability

An impartial hearing officer may order the placement of a student with a disability to an IAES for up to 45 school days at a time if he or she determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others. This authority applies whether or not the student’s behavior is a manifestation of the student’s disability.

Manifestation Review

A review of the relationship between a student’s disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the student’s disability will be made by the manifestation team immediately, if possible, but in no case later than 10 school days after a decision is made by:

1. The Superintendent to change the placement of a student to an IAES;
2. An impartial hearing officer to place a student in an IAES; or
3. The Board, the Superintendent, or Building Principal to impose a suspension that constitutes a disciplinary change in placement.
The manifestation team must determine that the student’s conduct was a manifestation of the student’s disability if it concludes that the conduct in question was either:

1. Caused by or had a direct or substantial relationship to the student’s disability, or
2. The direct result of the district’s failure to implement the student’s individualized education program.

The manifestation team must base its determination on a review all relevant information in the student’s file including the student’s individualized education program, any teacher observations, and any relevant information provided by the parents.

If the manifestation team determines that the student’s conduct is a manifestation of the student’s disability, the district will:

1. Have the committee on special education conduct a functional behavioral assessment of the student and implement a behavioral intervention plan, unless the district had already done so prior to the behavior that resulted in the disciplinary change of placement occurred. However, if the student already has a behavioral intervention plan, the CSE will review the plan and its implementation, and modify it as necessary to address the behavior.
2. Return the student to the placement from which he or she was removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and the district agree to a change in placement as part of the modification of the behavioral intervention plan.

If the manifestation team determines that the conduct in question was the direct result of the district’s failure to implement the student’s individualized education program, the district will take immediate steps to remedy those deficiencies.

Services for Students with Disabilities during Periods of Suspension or Removal

Students with disabilities who are suspended or removed from their current educational setting in accordance with the provisions of this policy and applicable law and regulation will continue to receive services as follows:

1. During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the district will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as non-disabled students of the same age would if similarly suspended.
2. During subsequent suspensions or removals of up to 10 school days that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the district will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward
meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student’s teachers, will determine the extent to which services are needed to comply with this requirement.

In addition, during such periods of suspension or removal the district will also provide students with disabilities services necessary for them to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

3. During suspensions or removals in excess of 10 school days in a school year that constitute a disciplinary change in placement, including placement in an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, the district will provide students with disabilities services necessary to enable them to continue to participate in the general curriculum, to progress toward meeting the goals set out in their respective individualized education program, and to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so it does not recur. In such an instance, the committee on special education will determine the appropriate services to be provided.

Students Presumed to Have a Disability for Discipline Purposes

The parent of a student who is facing disciplinary action but who was not identified as a student with a disability at the time of misconduct has the right to invoke any of the protections set forth in this policy in accordance with applicable law and regulations, if the district is deemed to have had knowledge that the student was a student with a disability before the behavior precipitating disciplinary action occurred and the student is therefore a student presumed to have a disability for discipline purposes.

If it is claimed that the district had such knowledge, it will be the responsibility of the Superintendent, Building Principal or other authorized school official imposing the suspension or removal in question for determining whether the student is a student presumed to have a disability for discipline purposes. The district will be deemed to have had such knowledge if:

1. The student’s parent expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
2. The student’s parent has requested an evaluation of the student; or
3. A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the district’s director of special education or other supervisory personnel.

Nonetheless, a student will not be considered a student presumed to have a disability for discipline purposes if notwithstanding the district’s receipt of information supporting a claim that it had knowledge the student has a disability,
1. The student’s parent has not allowed an evaluation of the student; or
2. The student’s parent has refused services; or
3. The District conducted an evaluation of the student and determined that the student is not a student with a disability.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if the district receives a request for an individual evaluation while the student is subjected to a disciplinary removal, the district will conduct an expedited evaluation of the student in accordance with applicable law and regulations. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the district which can include suspension.

**Expedited Due Process Hearings**

The district will arrange for an expedited due process hearing upon receipt of or filing of a due process complaint notice for such a hearing by:

1. The district to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement;
2. The district during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings;
3. The student’s parent regarding a determination that the student’s behavior was not a manifestation of the student’s disability; or
4. The student’s parent relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

The district will arrange for, and an impartial hearing officer will conduct, an expedited due process hearing in accordance with the procedures established in Commissioner’s regulations. Those procedures include but are not limited to convening a resolution meeting, and initiating and completing the hearing within the timelines specified in those regulations.

When an expedited due process hearing has been requested because of a disciplinary change in placement, a manifestation determination, or because the district believes that maintaining the student in the current placement is likely to result in injury to the student or others, the student will remain in the IAES pending the decision of the impartial hearing officer or until the expiration of the period of removal, whichever occurs first unless the student’s parent and the district agree otherwise.
Referral to Law Enforcement and Judicial Authorities

Consistent with its authority under applicable law and regulations, the district will report a crime committed by a student with a disability to appropriate law enforcement and judicial authorities. In such an instance, The Superintendent will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration to the appropriate authorities to whom the crime is reported, to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

Adoption date: October 3, 2013
Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden.

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

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

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

Adoption date: October 3, 2013
5300

STUDENT SEARCHES AND INTERROGATIONS 5300.60

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

The Board authorizes the Superintendent of Schools, Building Principals, the school nurse and district security officials to conduct searches of students and their belongings, in most instances, with exceptions set forth below in A. and B., if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

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

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

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

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

A. Student Lockers, Desks and other School Storage Places

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

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what item(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

The Principal or the Principal’s designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The Principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s), until the item is turned over to the police. The Principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

C. Police Involvement in Searches and Interrogations of Students

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

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

Before police officials are permitted to question or search any student, the Principal or his or her designee shall first try to notify the student’s parent to give the parent the opportunity to be present during the police questioning or search. If the student’s parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted, unless the student is 16 years of age or older. The Principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:
1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

E. Child Protective Services Investigations

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

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

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

Adoption date: October 3, 2013
VISITORS TO THE SCHOOLS

The Board recognizes that the success of the school program depends, in part, on support by the larger community. The Board wishes to foster a positive climate where members of the community have the opportunity to observe the hard work and accomplishments of the students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must enter through the designated single point of entry and report to the office of the Principal upon arrival at the school. There they will be required to present photo identification, sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the Principal's office before leaving the building.
3. Visitors attending school functions that are open to the public after regular school hours, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom or school activity while school is in session are required to arrange such visits in advance with the classroom teacher(s) and Building Principal, so that class disruption is kept to a minimum.
5. Teachers are not expected to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the Principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

Adoption date: October 3, 2013
PUBLIC CONDUCT ON SCHOOL PROPERTY

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

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

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

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, offer, manufacture, distribute or exchange alcoholic beverages, controlled or illegal substances or any synthetic versions (whether or not specifically illegal or labeled for human consumption), or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
B. Penalties

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

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.

2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.

3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law § 3020-a or any other legal rights that they may have.

4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law § 75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law § 75 or any other legal rights that they may have.

5. Staff members other than those described in subdivisions 3 and 4. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

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

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

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

Adoption date: October 3, 2014
Revised: October 16, 2014
A. Dissemination of Code of Conduct

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

1. Providing copies of an age-appropriate, written in plain language, summary of the code to all students at an assembly to be held at the beginning of each school year.
2. Providing a plain language summary to all parents at the beginning of the school year, and thereafter on request.
3. Posting the complete code of conduct on the district’s website.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current code of conduct when they are first hired.
6. Making copies of the complete code available for review by students, parents and other community members.

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. The Superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students. On-going professional development will be included in the district’s professional development plan, as needed.

B. Review of Code of Conduct

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

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

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

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

Adoption date: October 3, 2013
Ref: Education Law §3214
8 NYCRR §100.2(l)

Matter of O’Conner v. Bd. of Ed., 65 Misc. 2d 40, 43 (due process)
Appeal of Alexander, 36 EDR 160 (1996) (counseling)
Matter of Troy R., 29 EDR 424 (1990) (automatic penalties)
Appeal of Ward, 27 EDR 217 (1988) (indefinite suspension)
Appeal of Wood, 27 EDR 92 (1987) (suspension beyond school year)
Matter of Clark, 21 EDR 542 (1982) (extracurricular activities)
Matter of Labriola, 20 EDR 74 (1980) (automatic penalties)
Matter of Roach, 19 EDR 377 (1980) (transportation; contingent suspensions)
Matter of Caulfield, 18 EDR 574 (1979) (suspension from classes)
Matter of Wright, 18 EDR 432 (1978) (formal due process)
Matter of Macheski, 13 EDR 112 (1973) (suspension by a principal)
Matter of DeVore, 11 EDR 296 (1972) (insufficient basis for discipline)
Matter of Port, 9 EDR 107 (1970) (indefinite suspension)

Ref: 8 NYCRR §100.2(l)(3)
Rules of the Board of Regents §19.5

Ref: New Jersey v. TLO, 469 U.S. 325 (1985)
People v. Scott D., 34 NY2d 483 (1974)
M.M. v. Anker, 477 F.Supp. 837, aff’d. 607 F.2d 589 (2d Cir. 1979)
US v. Albarado, 495 F 2d 799 (2d Cir. 1974)
In Re Ronald B., 61 AD2d 204 (1978)
People v. Haskins, 48 AD2d 480 (1975)
People v. Overton, 24 NY2d 522 (1967)
Opinion of Counsel, 1 EDR 800 (1959)
Opinion of Counsel, 1 EDR 766 (1952)

Ref: Education Law §§1708; 2801