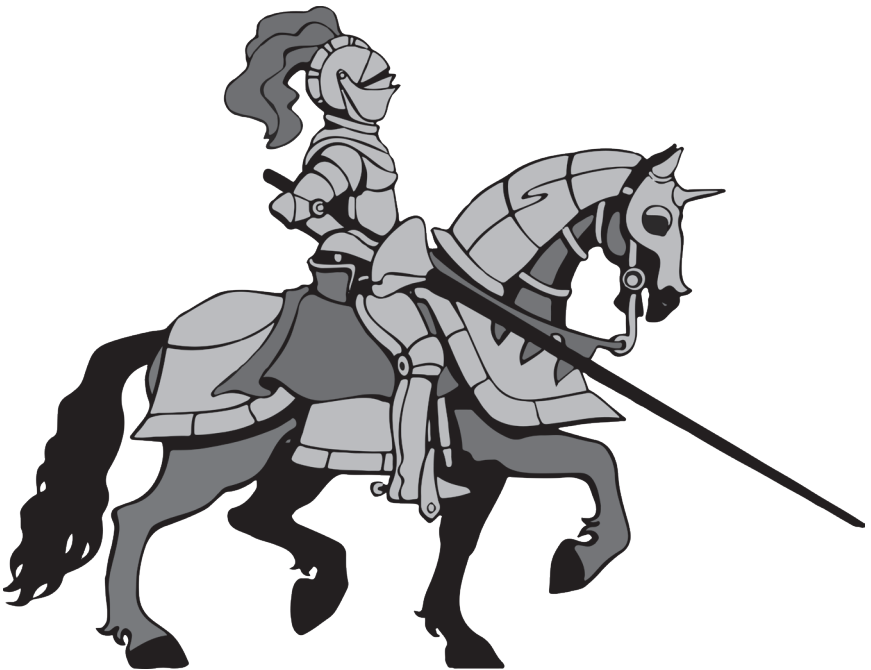


**Holland Patent Elementary  
&  
General William Floyd  
Elementary Schools**



**Parent & Student  
Handbook  
2022-2023**



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# Superintendent of Schools

Dr. Cheryl Venettozzi

## Board of Education

Mrs. Lydia Berez-Kelly

Mr. Michael Garrett

Mr. Cecil Morris

Mr. William Paolozzi

Mrs. Kathy Smyth

### **Holland Patent Central School District Mission Statement**

The mission of the Holland Patent CSD is to provide a safe learning environment where students become civic minded, resilient critical thinkers and problem solvers who are prepared for the rigorous demands of college and careers in an ever-changing world.

### **Holland Patent Central School District Vision Statement**

The Holland Patent CSD will be a leading educational organization where all students and staff are excited to be engaged and growing to their full academic potential. We will strive to always meet the comprehensive needs of our students. We will embrace and support a culture of positive collaboration and productive cooperation.

# Core Values

We believe that we can achieve our vision and accomplish our mission by making a commitment to:

1. Ensure that the well-being of students is our focus.
2. Act with integrity.
3. Demonstrate professionalism and high expectations.
4. Model respect for ourselves and others.
5. Foster teamwork and embrace positive collaboration both internally, as well as within the community.
6. Consider the comprehensive needs of each child.
7. Model responsibility, citizenship and civility.
8. Remain committed to excellence and quality in our work and service.

# Title IX Policy

## LEGAL NOTICE

The Holland Patent Central School District, Holland Patent, New York, 13354, does not discriminate on the basis of sex in the educational programs or activities which it operates, and it is required by Title IX of the Educational Amendments of 1972 not to discriminate in such a manner. This policy of nondiscrimination includes the following areas: recruitment and appointment of employees; employment pay and benefits; counseling services for students; access by students to educational programs, course offerings, and student activities.

The district official responsible for the coordination of activities relating to compliance is the Title IX Compliance Officer, Holland Patent District Office, Holland Patent, New York, 13354. The telephone number is (315) 865-4148. This official provides information, including complaint procedures, to any student or employee who feels that her or his rights under Title IX may have been violated by the district or its officials.

# DISTRICT TELEPHONE DIRECTORY

Gen. Wm. Floyd Elementary	Kristin Casab, Principal Jennifer Blier, Secretary Kimberly Sheridan, Nurse	(315) 865-5721 (315) 865-5721 (315) 865-7266
Holland Patent Elementary	Sarah Vergis, Principal Karen Gorea, Secretary Kristyn Deuel, Nurse	(315) 865-8151 (315) 865-8151 (315) 865-7261
Holland Patent Middle School	Lisa Gentile, Principal Justin Barlow, Assistant Principal Alecia Weir, Secretary Guidance Andrea Dinardo, Nurse	(315) 865-8152 (315) 865-8152 (315) 865-8152 (315) 865-7204 (315) 865-7224
Holland Patent Senior High School	Russell Stevener, Principal Jodi Cardinal, High School Secretary Kathy Green, Guidance Secretary Rebecca Dietrick, Nurse Kelly Healey, Assistant Principal Robin Vienneau, Athletic Secretary	(315) 865-8154 (315) 865-8154 (315) 865-7292 (315) 865-4102 (315) 865-7234 (315) 865-7273
Superintendent of Schools	Dr. Cheryl Venettozzi	(315) 865-7200
Assistant Supt. for Business & Finance	Nicholas Panuccio Jr.	(315) 865-7200
Asst. Supt. of Curriculum & Instruction	Nancy Nowicki	(315) 865-7200
PPS Director, CSE Chairperson	James DeAngelo Wendy Lloyd, Secretary	(315) 865-4148 (315) 865-4148
Transportation Department	Christopher Roberts Tammy Maciol, Secretary	(315) 865-4103 (315) 865-4103
Buildings & Grounds	Kenneth Smith	(315) 865-7213
Music Department	Brian Picente	(315) 865-8154
School Food Service	Clifford Casab	(315) 865-7242
Teacher Center	Rebecca Pisani	(315) 865-7226

# When in Doubt, Check it Out

If you have questions pertaining to the school district or about your child's work, please do not hesitate to call. We encourage any and all questions from parents and residents concerning the school program, transportation, budget, etc. In an attempt to respond to your questions and suggestions, it is important to contact the individual person who is responsible for the various areas of the school operation. He or she has the most detailed information about his/her area of responsibility. Phone numbers are on the previous page.

<p><b>Medical Concerns K-12...</b>          STEP 1 - Building Nurse; if not resolved,          STEP 2 - Building Principal; if not resolved,          STEP 3 - Assistant Supt. of Curriculum &amp; Instruction; if not resolved,          STEP 4 - Assistant Superintendent for Business &amp; Finance,          STEP 5 - Superintendent.</p>	<p><b>Special Education Concerns - K-12...</b>          STEP 1 - Special Education Teacher; if not resolved,          STEP 2 - Building Principal; if not resolved          STEP 3 – PPS Director; if not resolved,          STEP 4 – Assistant Supt. of Curriculum &amp; Instruction; if not resolved,          STEP 5 - Superintendent.</p>
<p><b>School Difficulty K-12</b>          (grades, academic performance, classroom behavior, etc.)          STEP 1 - Classroom Teacher;          STEP 2 - Guidance Counselor; if not resolved,          STEP 3 - Building Principal; if not resolved,          STEP 4 – Assistant Supt. of Curriculum &amp; Instruction; if not resolved,          STEP 5 - Superintendent.</p>	<p><b>Curriculum (Course) Concerns...</b>          STEP 1 - Teacher;          STEP 2 - Guidance Counselor; if not resolved,          STEP 3 - Building Principal; if not resolved,          STEP 4 - PPS Director, if not resolved,          STEP 5 - Assistant Supt. of Curriculum &amp; Instruction.</p>
<p><b>Transportation Routing Concern</b>          (pickup, route problems)          STEP 1 - Supervisor of Transportation; if not resolved,          STEP 2 – Assistant Superintendent for Business &amp; Finance; if not resolved,          STEP 3 - Superintendent.</p>	<p><b>Budget Concerns...</b>          STEP 1 – Assistant Superintendent for Business &amp; Finance; if not resolved,          STEP 2 - Superintendent.</p>
<p><b>Transportation Behavior Concern</b>          STEP 1 - Bus Driver; if not resolved,          STEP 2 - Supervisor of Transportation; if not resolved,          STEP 3 - Building Principal; if not resolved,          STEP 4 – Assistant Superintendent for Business &amp; Finance; if not resolved,          STEP 5 - Superintendent.</p>	<p><b>Athletic Concerns...</b>          STEP 1 - Coach; if not resolved,          STEP 2 - Athletic Director; if not resolved,          STEP 3 – Assistant High School Principal, if not resolved,          STEP 4 - Building Principal; if not resolved,          STEP 5 - Superintendent.</p>
<p><b>Cafeteria Concerns</b>          STEP 1 – Cafeteria Employee, if not resolved,          STEP 2 – Cafeteria Manager, if not resolved,          STEP 3 – Building Principal, if not resolved,          STEP 4 – Assistant Superintendent for Business &amp; Finance, if not resolved,          STEP 5 – Superintendent.</p>	<p><b>Building Use Request...</b>          (scheduling events in school facilities)          Contact the District Office</p>

It is important to follow this step-by-step procedure in order to solve problems. An appeal to the Board of Education may be sought on any of the above issues after all the appropriate steps have been exhausted. It is the primary responsibility of the board to set policy for the school district. The Superintendent and administrative staff are legally empowered to administer the school district and put into operation the policies and decisions of the Board of Education.

# Outdoor Activity/Winter Clothing

1. Children are not to be permitted to stay indoors simply because they do not feel like going out. This is part of our regular program, and everyone is expected to participate.
2. Exceptions may be made only when there is a written excuse from your physician. Notes from home must be approved by the nurse or school office.
3. During the winter months your child will go outside for recess unless the weather is extremely cold. Please make sure he/she has the proper attire (hat, gloves, boots, warm jacket, and snow pants, if possible).

## School Hours

Grades K - 5: 9:00 a.m. - 3:15 p.m.

We request that parents **DO NOT** drop children off at school prior to 8:30 a.m. Students may **NOT** enter the building or the classrooms prior to 8:30 a.m. Students should not stay after school unless transportation and supervision arrangements have been made at a prior time with the classroom teacher. We do not have adequate supervision before 8:30 a.m. or after 3:15 p.m. to insure the safety and welfare of the children.

## Parking at HPE

During the school day, parents may park briefly in front of the school in order to pick up a child. However, longer parking privileges may not be allowed due to safety concerns, should there be any emergency.

Parents are **NOT** permitted to park cars in front of the school during bus dismissal (2:30 p.m. - 3:30 p.m.) or during arrival of buses (8:30 a.m. - 9:15 a.m.)

In addition, parents need to take note of the no parking signs along the road and only park along the road in the designated areas.

## Health Office Information

1. **Immunization:** New York State immunization requirements for entrance to school in Kindergarten are:
  - **Diphtheria and Tetanus** - (usually given as DTP or DTaP) - 4 to 5 doses.
  - **Polio** - (usually given as IVP or OVP) - 3 to 5 doses.
  - **Measles, Mumps, Rubella** - (usually given as MMR) - 1 dose by Kindergarten, 2 doses by age 7.
  - **Hepatitis B** - Born on or after 01/01/93 - 3 doses.
  - **Varicella** - Born on or after 01/01/98 - 2 doses.



All students entering school for the first time must show proof of the above immunizations prior to attendance. An immunization record signed by a physician or the child's original immunization record (which will be copied and returned to you) showing dates and types of vaccine must be presented to the Health Office. For all students transferring into our school, a copy of the previous school's health record showing dates of immunizations will be accepted. Detailed immunization requirements by grade level are available from the health office.

## 2. Administration of Medication:

Medication is to be given in school only when absolutely necessary. Parents and physicians are asked to cooperate in this matter. Consult your physician as to how soon after medication is started a child may return to school.

New York State Education Law requires that when medication must be administered during the school day, the following procedures are mandated:

- A written request from the physician must be provided, which indicates the condition being treated, dosage and time the prescribed medication is to be given.
- The parent must submit a written request to the school nurse asking that the medication be given.
- The medication must be brought to the school health office by the parent or other responsible adult in a properly labeled prescription container, including the student's name, medication and dosage.

**STUDENTS MUST NOT BRING MEDICINE (INCLUDING COUGH DROPS, ASPIRIN AND OTHER NON PRESCRIPTION) TO SCHOOL. THEY ARE NOT ALLOWED TO KEEP ANY MEDICATION IN THEIR POSSESSION.**

## 3. Physicals:

The Education Law of New York state states that each new student, upon entering school, receive a physical examination by his/her family physician or by the school physician. Beginning the 2018-2019 school year, physical examinations are required, in Pre-K or K, 1, 3, 5 and grades 7 and 9 and 11 in the upper grades. Beginning in the September 2008-2009 school year, NYS Education Law requires each such physical exam to include the student's body mass index (BMI) and weight status category. **2019/2020- Only the approved NYS School Health Examination Form** may be used to document health exams.

Each school district is mandated by law (Section 904) to provide a physical examination by the school physician of those students whose parents or guardians do not provide a report from the family physician.

#### **4. Screening:**

Each year in grades pre-K, K, 1, 2, 3 and 5, your child will be screened for signs of vision difficulty. Each year in grades pre-K, K, 1, 3 and 5 your child will be screened for signs of hearing loss. Scoliosis (curvature of the spine) screening is done on girls in the fifth grade at the elementary level.

If the vision or hearing test, or scoliosis screening reveals the need for further medical attention, you will be notified and provided with a referral form to have filled out at the time of the medical examination. Please return the completed form to the school nurse.

\*Your child will have a vision and hearing screening in Grades Pre-K, K, 1, 2, 3 and 5, as per Commissioner's Regulations for NYS Education Law.

#### **5. Communicable Disease:**

Please report any communicable disease to the school nurse immediately. Example: chicken pox, strep throat, head lice, conjunctivitis.

Do not send your child to school if you suspect that he/she may have a communicable disease.

#### **6. In-School Injury or Illness:**

In cases where a student is injured or becomes sick in school the parents will be notified and requested to pick up their child and assume responsibility for his/her care. If we are unable to contact a parent/guardian, the person designated on the emergency contact form will be called.

The school nurse is responsible for the first aid care of school children who are injured or become ill while under school supervision. School personnel are not authorized to care for injuries that were incurred at home or elsewhere other than at school. Responsibility for providing medical care and relief beyond first aid is the responsibility of the parent/guardian.

#### **7. Insurance:**

School medical insurance is secondary coverage only. If your child receives a school-related injury, requiring medical treatment, please follow this procedure:

- a. Please report the injury to the school nurse if it has not come to her attention already.
- b. All bills should be submitted to your insurance carrier.
- c. If you have no medical insurance, your claim is denied, or a balance remains unpaid, contact the school nurse. You will be given a school claim form and instructions to follow. All claims must be submitted within one year from the date of injury. Claims are handled by Ms. Marris in the Superintendent's Office.

# Pediculosis (Head Lice)

The Board of Education recognizes that the health and safety of all children in the Holland Patent Central School District is an important responsibility.

Head lice are transferred from one person to another by direct contact; and once present in a school environment, spread rapidly. If cases of pediculosis are isolated and treated early, the chances of a major breakout are reduced.

The Board of Education, therefore, establishes the following policy regarding the monitoring and detection of pupils who may be identified as having head lice.

1. A periodic monitoring and detection program will be conducted by the school nurse. This program shall include head checks of all pupils during the opening days of each school year and after long vacations as needed.
2. Any child, examined by the school nurse, found with live lice or nits (eggs) will be sent home at once. Siblings, classmates, and anyone with close contact will also be examined for possible head lice. The parent shall be notified to pick up the child at school. If the parent has no means of transportation, the District may assist in transporting the student.
3. The school nurse shall provide the parents of any child found to have live lice or nits a notification letter and instruction materials on treatment of head lice. The nurse shall also make a follow-up call to the parent(s) to explain the treatment procedures and the District's policy on readmittance.
4. A child shall not be readmitted to class unless they are examined by the school nurse to ensure successful treatment and that no nits are present.
5. If a child has a recurring head lice problem, the principal may request a parent conference when the child returns to school and the District reserves the right to request a physician's written assurance that the child has been successfully treated and may return to school.
6. In the event that infestation levels are of a proportion indicative of a pediculosis epidemic, the school nurse may enlist the assistance of the local public health/health authorities agencies.

# Party Invitations

In most instances when certain members of a class do not receive an invitation to a birthday party or any party at home, hurt feelings often are the result. In order to avoid this problem, **party invitations of any type are not permitted to be passed out in school, unless it includes the entire class.** Obviously, besides promoting academic success for your children, we are also developing the positive social and emotional well-being of the students. We believe this policy will aid us in this area and, as always, request your cooperation.

# Fundraising

In order to devote as much time as possible to classroom instruction and to avoid unnecessary interruptions, we are requesting that students do not sell any items within our school. We believe with your support that this will aid us in providing more quality time for instruction in the school. (If you have any questions, please refer to the Board of Education Policy # 4050.)

## Snow Days or Emergencies

The decision to close school because of adverse conditions is not made lightly or easily. The road conditions in this district are reviewed personally by district staff and the town highway department. The final decision is made by the Superintendent after consulting with those who have checked the conditions. The media are then informed of the decision, normally by 6:30 a.m.

Occasionally, early dismissal due to coming snowstorms will result in your child being sent home earlier than the usual time. Please arrange ahead of time a procedure for your child to follow in getting home and into the house on these bad weather days. An announcement is made on the radio; however, many parents are at work and might not hear this. This information will also be posted on our website: [www.hpschools.org](http://www.hpschools.org).

## Homework

1. Homework assignments shall support clearly defined learning objectives and shall be collected and checked for completeness. All homework does not need to be graded, but there must be feedback on the assignment.

If best results are to be attained, teachers are to be sure that homework assignments are of reasonable length, and include both practice, review of lessons previously taught, be simple instructions to material of upcoming lessons, or a follow-up assignment to an introduction to new material from class.

The purpose of homework is to provide students with life skills that will contribute to their success as an individual. If homework is punitive in nature, students see it as something to be avoided, therefore, homework should not be used as a punishment. This includes practices surrounding homework assignments.

Homework should have different purposes at different grades. For younger students, homework should primarily foster positive attitudes, habits and character traits. For older students, it should primarily facilitate knowledge acquisition in specific content areas:

## Approximate Homework Guidelines

<u>Grade</u>	<u>Times Per Week</u>
K-2	1-2x per week 15 minutes or less
3-5	2-4x (15-45 minute assignments per week)
6-8	3-5x (45-75 minute assignments per week)
9-12	4-5x (75-120 minute assignments per week/per course)

2. Homework assignments shall be planned in accordance to allow for the following outcomes:
  - a. Reinforce the learning of material which was previously taught.
  - b. Strengthen basic skills.
  - c. Extend classroom learnings.
  - d. Reinforce independent study skills and promote positive habits.
  - e. Reinforce simple understandings of upcoming lessons.
3. Homework has value, when its purpose and relation to what has been learned in the classroom is clearly understood by students.
4. Daily homework should be no more than 15% of a student's grade.
5. The Superintendent will develop regulations in cooperation with the building administrators to be reviewed on an annual basis.

## Make-Up Work for Absences

It is the responsibility of the student and parent to initiate the request for make-up work for absences. The work is expected to be complete in one calendar week.

Parents may pick up assigned work at the **CLOSE OF THE SCHOOL ON THE DAY A CHILD IS ABSENT PROVIDING THEY HAVE CALLED BY 9 A.M. TO ENABLE THE TEACHER TO COMPILE THE WORK.**

## Field Trips

Field trips are considered to be part of a child's educational program. A child must have permission from parents or legal guardian before participating in a trip. Permission slips will be sent home with students before a trip to request permission.

Although an extension of the classroom, field trips are a privileged activity. As such, behavior and classroom performance prior to the event will determine if a student is eligible to participate.

It is understood that if due to National Security students could be placed in danger, the trip will be cancelled.

# Class List Development

We are now beginning the process of preparing for class placement, which takes many hours on the part of the entire instructional team. We have a placement policy, which does not allow for requests for individual teachers. This policy helps to ensure proper placements for all of our students, allows for equity and provides our instructional staff the opportunity to utilize their expertise to determine your child's proper placement. Placements are developed with great care.

Over the past few years, we have implemented a range of learning environments to provide for a variety of learning styles. When making placement decisions, we will continue to look at a variety of criteria.

- Academic needs
- Social needs
- Behavioral needs
- Students with similar services and needs may need to be clustered in a certain classroom to maximize instructional time
- Heterogeneous groupings
- Male/female ratios
- Learning styles
- Teacher styles

In cases where a child has special needs or particular concerns exist regarding your child, the parent or guardian must submit this information to the principal by May 15, 2023. Concerns should be in writing and placed in a sealed envelope addressed to the building administrator.

Class groupings are made for the purpose of increasing instructional effectiveness, maximizing resources for children and enhancing their learning. It takes months for us to arrive at closure on class placements for the children. We do not accept individual requests for classroom teachers. Thank you in advance for supporting our placement policy.

# Basic Bus Rules

1. Bus Driver is in charge. Cooperate with him/her at all times.
2. Students will observe the same conduct as in the classrooms. Proper behavior will be expected at all times. Be courteous. Use NO profane language.
3. The use or possession of an illegal substance, alcohol, tobacco or other mind-altering products is prohibited.
4. Food or beverages are not to be consumed on the bus.
5. Keep the bus clean.
6. Stay in your seat with hands and feet inside the bus. No feet in the aisle.
7. No glass containers are allowed on the bus.
8. No cell phones may be used on the bus.

It is of the highest priority that students behave while riding the bus to ensure the safety and welfare of all students. Repeated incidents of inappropriate behaviors may result in a three - five day transportation suspension; if the inappropriate behavior continues a permanent transportation suspension may result. During the course of a transportation suspension, it is the responsibility of the parents to provide transportation to and from school at 9:00 a.m. and 3:15 p.m.

## Process/Consequences for Inappropriate Bus Behavior

1. **VERBAL** - Driver talks individually to the student.
2. **DRIVER CONTACTS THE PARENTS** - Driver contacts parents either by written form or by telephone. Drivers who are not comfortable contacting parents should initiate a meeting with the appropriate administrator for assistance.
3. **WRITTEN REFERRAL TO BUILDING PRINCIPAL** - Principal conferences with the student. This may involve the driver. A notice is sent to the parents.
4. **SECOND WRITTEN REFERRAL SENT TO THE BUILDING PRINCIPAL** - Conference held with principal, parents, student and driver.
5. **THIRD WRITTEN REFERRAL SENT TO THE BUILDING PRINCIPAL** - Principal reviews and if the facts are substantiated, suspension of the bus riding privilege is automatic. A hearing must be held with the parents to determine when, or if the riding privileges will be reinstated (hearing includes appropriate staff).

Exception to the above procedure: Any incident that a driver believes to be serious can be brought directly to the principal. The child may immediately have their bus privileges suspended.

# School Transportation Safety Program

The National Highway Traffic Safety Administration recently declared School Bus Transportation “as one of the safest forms of transportation in the United States.” In comparison, the report states that students are nearly eight times safer on the bus than in cars.

At Holland Patent, students safety and comfort are our top priority. Please assist us with your child’s safety by reviewing the following safety tips.

## Safety Skills

## Safety Reasons

### *Waiting*

- Be on time.
- Wait quietly away from the road.
- Don’t move toward the bus until the driver opens the door and signals the student.
- Too early - you are waiting alone too long. Too late - you could be hurt rushing to the bus.
- Cars don’t always stay on the road. Running games might cause you to go into the road.
- The driver will open the door when it is safe. The bus could skid while stopping on ice or gravel along the roadside.

### *Loading*

- Use handrail.
- Don’t bring large or sharp objects.
- Sit down immediately.
- A fall on the stairs can be painful.
- Remember that in an accident you will be thrown against whatever you are carrying.
- A quick start could knock you down if you are not seated.

### *Riding*

- Don’t distract the driver.
- Keep body inside the bus.
- Don’t bother the other passengers.
- Keep floor clear.
- The driver’s full attention must be on driving safely.
- Trees, trucks, utility poles have caused bad injuries to children hanging out windows.
- Every student deserves a safe ride to school.
- If there is an emergency, a clean bus means no tripping and a safe evacuation.

### *Unloading*

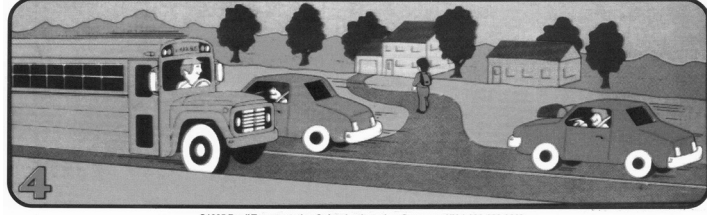
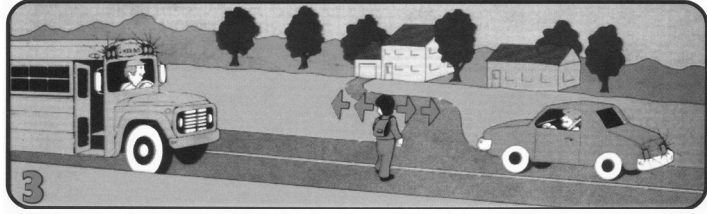
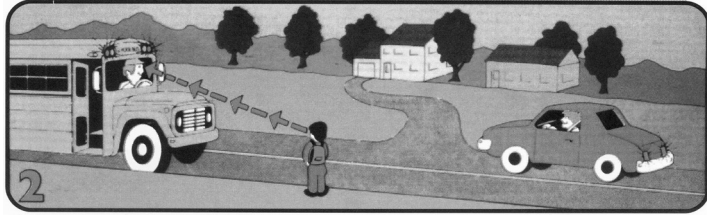
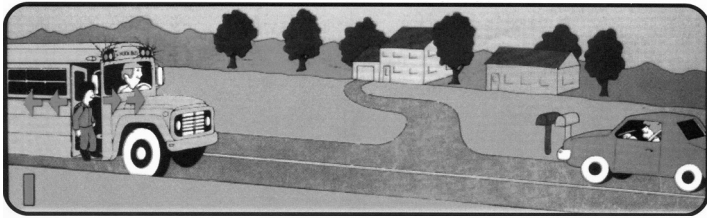
- Stay seated until bus stops.
- Don’t carry awkward loads use a knapsack or tote bag.
- Move away from the bus immediately. You must be 15 feet away.
- Go directly home.
- A quick stop or an accident could knock you to the floor.
- Many students are killed picking up dropped objects near the bus where the driver can’t see them.
- You should go to sidewalk/driveway. The bus can be very dangerous.
- Strangers might bother students hanging around the bus stop. Going to the wrong house could cause people to worry about where you are.

### *Crossing*

- Move ahead of the bus 10 steps until you can see the driver’s face.
- Wait for the driver’s signal.
- Cross to the outside edge of the bus and make sure all traffic is stopped.
- If clear - cross quickly, if not clear - return to curb.
- The driver must always be able to see you.
- The driver will signal you when it is safe to cross the road.
- You must make sure it is safe to cross.
- If the road is not safe, move back to the curb. Don’t just stand waiting in the road.



# HOW TO CROSS SAFELY



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## VCRs on School Buses

This is to inform you that the Holland Patent buses have been equipped with the capability of having a VCR camera in place. This camera has been used in District vehicles to monitor student behavior, reduce bus problems and promote safety. As a result, from time to time, a camera may be in operation on the bus. The driver's job is a very difficult one and their first concern must be the safe transportation of the students on their bus. This means that they have to be alert to the ever-changing road conditions and other motorists at all times. Inappropriate behavior on the bus can distract the driver from their primary responsibility. Therefore, we ask your cooperation in helping us monitor the situation on your student's bus.

# Fire Drills/Evacuation/Weather

We are required by law to have eight (8) fire drills and four (4) lock-down drills during the school year. The cooperation of the students is imperative if the drills are to be successful. Teachers will advise their students of proper procedures for a drill.

We also conduct drills to prepare for possible bomb threats, intruders, or severe weather. All drills are conducted with the intention of preparing our school community for the safety and welfare of all, most importantly, the children.

## School Breakfast Program

Our school, as per state mandates, offers a breakfast program. Students eligible for free or reduced lunches will be eligible for the same at the breakfast program. The program will be open to all students.

It has been found that student participation in a breakfast program is associated with significant improvement in achievement test scores and a reduction in the incidence of tardiness and absenteeism.

Our breakfast program offers a variety of foods. The breakfast program is designed to meet one-fourth of the U.S. Recommended Daily Allowance.

"Offer vs. serve" is also practiced at breakfast. Four items are offered: bread, meat, fruit and milk. The varieties are the same as with lunch. Only three items need to be taken to make a breakfast. Example: french toast sticks, sausage, cereal, juice and milk.

## School Lunch Program

Our program must conform to stringent regulations that sometimes make us appear to be difficult with the students. This is not the case. Please understand that school lunch is not mandated and a child is not entitled to a lunch, though we ensure every child gets a complete lunch. The State Education Department allows Holland Patent to run a lunch program. The lunch program is to be self-sufficient. Taxpayer dollars are not used to support the lunch program. The lunch is expected to be paid for at the time of purchase. Children are allowed to borrow if they forget their money, but this should be paid back as soon as possible.

Our food service offers a wide variety of nutritious foods daily. We like to promote good nutrition by encouraging children to eat a food-based lunch that is specifically designed to meet one-third of the U.S. Recommended Daily Allowance requirements.

1. Applications for free or reduced lunches are sent home in September and may also be obtained at the elementary school office anytime during the year. Approval of these applications are based on income and the number of dependents in your household. Reduced meals will be free of charge.

2. A menu of the lunches is sent home at the beginning of each month.
3. Classes are allowed approximately 30 minutes in the cafeteria. Breakfast is served from 8:30-9:00 a.m. Each class has a scheduled lunch time, which your child's teacher will share with you. Parents are invited at all times to eat with their children. The only request is to call ahead so we can plan for additional lunches.
4. Under the food-based menu planning, a five-item option is practiced. Lunch consists of meat or meat alternatives (fish, cheese, yogurt, eggs, peanut butter and dry beans), vegetable or fruit (one vegetable and one fruit or two different vegetables or two different fruits). Full-strength vegetable or fruit juice may be substituted for fruit or vegetable. Lunch also consists of grains and breads (bread, rolls, crackers, biscuits, muffins, rice, bulgur, oatmeal, grits, cereal, cookies, cakes, donuts, hard pretzels, breadsticks and chips made from whole grains and/ or enriched meal or flour). Milk 8 oz. fluid (whole, low fat or flavored.) With "offer versus;" a child is offered five items and may take all five, four or three items to make a lunch. Example: Menu - hamburger on a bun, pizza with cheese, green beans, fruit, ham sandwich and tomato soup.
5. We also sell snack items in the schools. Ice cream, chocolate chip cookies and chips are a few of our snack items. This is an extra we have for the students. Snack items are not allowed to be charged on the accounts. If a student wishes to purchase a snack, there needs to be money on the account or money in their hand. If they owe money, we use the snack money and put it on their account to clear it up.

## General Cafeteria Rules

Our cafeteria will be a pleasant place where kids can relax, talk, and hear each other and enjoy their lunch. The Golden Rule is expected to be followed. It is our experience that by using a common sense approach to eating, we will follow the rules:

1. Students must sit, eat, and talk at a reasonable level.
2. Keep hands, feet, and objects to yourself.
3. Students must walk.
4. Nothing should be thrown.
5. Students must use good table manners.
6. Remember to recycle!
7. Students are to keep the cafeteria clean.

**Possible consequences for breaking cafeteria rules:**

1. Children will lose part or all of their recess.
2. Children will sit at a separate table.
3. Student's teacher will send a note home to parents or call them.
4. A discipline referral will be made out and given to the principal.

## **Cafeteria Management Automation System**

The NutriKids Point of Sale Computer System has been installed in the breakfast/lunch program. This is a computerized program which makes free, reduced and paid meals accounting more efficient.

For the program to run smoothly, we suggest that students prepay for their meals. Cash and/or check can be sent to school. Credit and debit payments must be made at [myschoolbucks.com](http://myschoolbucks.com). Each student has an account with their own pin number. They select a meal and/or snack item, put the pin number in the pin pad and the amount due comes up on the screen. This amount is either paid then, or subtracted from their account balance.

Students will use the same pin number given to them last year. Kindergarten students will be issued a number as they enter school as new students.

Those students who qualified for reduced or free meals last year will continue to qualify through the first 30 operating days of the new school year. A new application must be submitted and approved before October 19 to continue on the program after October 19.

If you have any questions concerning the program, feel free to contact the school lunch office at (315) 865-7242 with the most current income information.

## **Project SAVE**

In July 2000, Governor Pataki signed the SAVE (Schools Against Violence in Education Act) which provides for increased security and safety for all school districts.

# HOLLAND PATENT CENTRAL SCHOOL

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# CODE OF CONDUCT

## I. 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. This Code of Conduct has been developed consistent with Article 2-A of the Education Law, the Safe Schools Against Violence in Education Act (Chapter 181 of the Laws of 2000) and Section 100.2 of the implementing Commissioners Regulations, in collaboration with students, teachers, administrators, parent organizations, school safety personnel and other school personnel.

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 ("code").

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

## II. DEFINITIONS

For purposes of this code, the following definitions apply.

**"Cyberbullying"** means harassment or bullying that occurs through any form of electronic communication.

**"Disability"** means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held.

**"Disruptive student"** means an elementary (K-5) or secondary (6-12) 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 a person’s actual or perceived sex and includes a person’s gender identity or expression.

**“Harassment or bullying”** means the creation of a hostile environment by conduct or by threats, intimidation, or abuse, including cyberbullying as defined in Education Law Section 11(8), that either:

1. has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or with the student’s mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or
2. reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety.

This Code applies to all acts of harassment or bullying that occur on school property or at a school function, as well as to acts occurring off school property when (i) those acts create or would foreseeably create a risk of substantial disruption within the school environment, and (ii) it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.

**“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 on a school bus, as defined in Vehicle and Traffic Law §142.

**“School function”** means any school-sponsored extra-curricular event or activity. For the purposes of this policy, a “school function” is defined as any event, occurring on or off school property, sanctioned or approved by the school, including but not limited to offsite athletic events, school dances, plays, musical productions, field trips or other school-sponsored trips.

**“Sexual Orientation”** means a person’s 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. Possesses, 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.

For purposes of this policy, **“hazing”** is defined to mean committing an act against a student, or coercing a student into committing an act, that creates a risk of emotional, physical or psychological harm to the student, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term **“hazing”** includes, but is not limited to: humiliating, degrading or dangerous activities; substance abuse of alcohol, tobacco or illegal drugs; any activity that intimidates or threatens the student with ostracism, or adversely affects the health or safety of the student; or any activity that causes or requires the student to perform a task or act that is a violation of state or federal law or district policies/regulations.

### **III. STUDENT RIGHTS AND RESPONSIBILITIES**

#### **A. Student Rights**

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

1. Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, 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 rules and, when necessary, receive an explanation of those rules from school personnel.
4. Learn in an environment free of discrimination and harassment based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex;

5. Participate equally in all school activities regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex;
6. Have complaints about school-related incidents investigated and responded to.

**B. Student Search and Seizure:**

- a) In order to provide and maintain a safe and appropriate environment for students to learn the following guidelines pertaining to student search and seizure are established.
- b) The Board of Education hereby authorizes administrators to undertake searches of students and their possessions (e.g., pocket contents, bookbags, handbags, etc.) should the circumstances arise, based upon reasonable individualized suspicion. In the event of search and seizure, administrators must at all times take great care in searching the person and personal effects of student.

**The following rules will be observed:**

1. The search may be undertaken if District employees have prior reasonable individualized suspicion that a student has violated or is violating the law, District policy or regulation or school rules.
2. "Reasonable individualized suspicion" is a flexible concept requiring the application of experience and common sense. Determinations should be made on a case-by-case basis, with due consideration of all circumstances. Factors which must be considered in determining whether a school official has sufficient cause to search a student include but are not limited to:
  - a) The prevalence and seriousness of the problem for which the search is directed.
  - b) The urgency to make the search without delay.
  - c) The reliability of the facts upon which to base a reasonable suspicion that the particular student has possession of evidence leading to a violation of school regulations.
  - d) The probability that evidence will be discovered.
  - e) Students will be asked to empty their pockets and otherwise comply with reasonable search requests. If a student refuses, the parents will be contacted. The police will be contacted in the event that a law enforcement search is required. The student will remain under direct supervision until the search.



3. Whenever an administrator conducts a search, the circumstances thereof are to be set forth in a written report to be filed with the Superintendent or his/her designee.
4. Strip searches are generally not authorized, except in extreme circumstances that involves life safety issues and law enforcement is not available. In the event of circumstances that present unusual questions, the Superintendent or his/her designee must authorize such search.
5. Students have no reasonable expectation of privacy rights in school lockers, desks or other school storage places, and the District exercises overriding control over such school property. Lockers, desks and other school storage places may be subject to inspection at any time by school officials.
  - a) Student lockers, desks or other school storage places are the property of the District and remain at all times under the control of the District. Students have no expectations of privacy therein. Students are expected, however, to assume full responsibility for the security of their lockers, and the District is not responsible for stolen items. A list of the locker or lock combinations to all student lockers shall be kept in the office of the building principal.
  - b) The District retains the right to inspect student lockers, desks or other storage spaces at anytime without a search warrant, without notice, and without student consent. Inspections may be conducted by authorized school personnel and/or law enforcement officials, and may be conducted with the assistance of drug-detecting dogs.
6. Trained canines or related technologies may be utilized by the District in searches of students' possessions, school lockers, cars, desks or other school storage with prior approval of the plan by the Building Principal and Superintendent.
  - c) **Police in the School**

The police may search a student, or his/her locker in the presence of the principal or his/her designee, if they have a valid warrant to do so or if they have "probable cause" to believe that the student is in possession of contraband. When police are permitted to interview students in school, the students have the same Constitutional rights they have outside the school. Parents will be notified as soon as possible. If police wish to speak to a student concerning an out-of-school matter (in the absence of a warrant or probable cause for suspicion), they will be directed by school authorities to take the matter up directly with the student's parents.

## **C. Student Responsibilities**

All district students have the responsibility to:

1. Contribute to maintaining a safe 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 all 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. Control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
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.
12. Act and speak respectfully about issues/concerns.
13. Use non-sexist, non-racist and other non-biased language.
14. Respect and treat others with tolerance and dignity regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
15. Use communication that is non-confrontational and is not obscene or defamatory.
16. Report acts of bullying, discrimination, harassment and other inappropriate actions that hurt others.

## **ESSENTIAL PARTNERS**

### **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.
2. Send their child(ren) to school ready to participate and learn.
3. Ensure their child(ren) attend school regularly and on time.

4. Ensure absences are excused.
5. Insist their child(ren) be dressed and groomed in a manner consistent with the student dress code.
6. Help their child(ren) understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their child(ren) understand the consequences of their actions.
8. Convey to their child(ren) a supportive attitude toward education and the district.
9. Build good relationships with teachers, other parents and their child(ren)'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.
13. Maintain a climate of mutual respect when dealing with school personnel.

## **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, with the intent of strengthening 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. 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
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Report orally to their principal, the Superintendent, or designee any incident of harassment, bullying and/or discrimination that they witness or that is reported to them, not more than one day later; and file a written report not later than two (2) school days after the initial oral report.

## **C. Guidance Counselors**

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function
3. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
4. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's or staff member's attention in a timely manner.
5. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
6. Regularly review with students their educational progress and career plans (Secondary only).
7. Provide information to assist students with career planning (Secondary Only).
8. Encourage students to benefit from the curriculum and extracurricular programs.
9. Report orally to their principal, the Superintendent, or designee any incident of harassment, bullying and/or discrimination that they witness or that is reported to them, not more than one day later; and file a written report not later than (2) school days after the initial oral report.

## **D. Principals**

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. 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, with the intent of strengthening students' confidence and promote learning.
3. Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.
4. Evaluate on a regular basis all instructional programs.
5. Support the development of and student participation in appropriate extracurricular activities.

6. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
7. Report to the Superintendent or designee any incident of harassment, bullying and/or discrimination that they witness or that is reported to them, not more than one day later.

## **E. Superintendent**

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national ethnic group, religion, religious practice disability sexual orientation, gender or sex, with the intent of strengthening students' confidence and promote learning.
3. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
4. Inform the Board about educational trends relating to student discipline.
5. Work to create instructional programs that minimize problems 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. Process in a timely manner all reports of harassment, bullying and/or discrimination, including insuring that an appropriate investigation is conducted and appropriate reports are made to law enforcement.

## **F. Board of Education**

1. 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.
2. 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.
3. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.

#### **IV. STUDENT DRESS CODE**

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.

The responsibility for student dress and general appearance shall rest with individual students and parents. However, the Board of Education requires students to attend school in appropriate dress that meets health and safety standards and does not interfere with the learning process. The Board also requires students to wear appropriate protective gear in certain classes (including, but not limited to: home & careers, technology, physical education, science). In addition, the Board prohibits attire bearing an expression or insignia which is obscene or libelous, or which advocates racial, religious, or gender prejudice. The Superintendent of Schools and other designated administrative personnel shall have the authority to require a student to change his/her attire should it, in their opinion, be deemed inappropriate according to the above guidelines. Administrators may discipline students if their dress or grooming endangers their own or others' physical health and safety, or if the dress or grooming is so distracting that it interferes with the learning process. Clothing which is or which bears messages which are lewd, vulgar, obscene, or sexually provocative, as well as clothing bearing messages advocating illegal activities, including drug or alcohol use, is likely to distract students from learning and is therefore forbidden.

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 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.

## **V. PROHIBITED STUDENT CONDUCT**

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 the students' ability to 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 penalties 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:

1. Running in hallways
2. Making unreasonable noise
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 web sites; or any other violation of the district's acceptable use policy.

**B. Engage in conduct that is insubordinate.**

Examples of insubordinate conduct include:

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, failing to follow sign-in/sign-out procedures
3. Skipping detention

**C. Engage in conduct that is disruptive.**

Examples of disruptive conduct include:

- Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.

**D. Engage in conduct that is violent. Examples of violent conduct include:**

1. Committing an act of violence (such as hitting, kicking, punching, or 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, or 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, morals, health or welfare of others.**

Examples of such conduct include:

1. Lying to school personnel.
2. Stealing 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 the use of a persons actual or perceived race, color, creed, national origin, weight, ethnic group, religion, religious practice, gender, sexual orientation or disability as a basis for treating another in a negative manner.
5. Harassment or bullying, as defined in Section II of the Code of Conduct, labeled "Definitions."
6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
7. Selling, using or possessing obscene material.
8. Using vulgar or abusive language, cursing or swearing.
9. Using, possessing or distributing tobacco products including cigarettes, e-cigarettes, cigars, pipes, chewing or smokeless tobacco or any other paraphernalia which can be used to inhale or ingest nicotine or any other drug.
10. Possessing, consuming, selling, 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, synthetic marijuana or cannabinoids, including but not limited to items labeled as incense, herbal mixtures or potpourri, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
11. Inappropriately using or sharing prescription and over-the-counter drugs.
12. Gambling.
13. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
14. 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:**

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

**H.** In addition to the preceding standards of conduct, the District prohibits discrimination and harassment against any student by employees or students that creates a hostile environment by conduct (with or without physical conduct) or verbal statements, intimidation, or abuse. We consider a hostile environment to be created when actions or statements directed at a student either (1) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, or benefits, or with the student's mental, emotional, or physical well-being including conduct that reasonably causes or would reasonably be expected to cause emotional harm, or (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for their physical safety.

This prohibition applies to all acts of harassment or bullying that occur on school property or at a school function, as well as to acts occurring off school property when (i) those acts create or would foreseeably create a risk of substantial disruption within the school environment, and (ii) it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.

The prohibition of discrimination includes, but is not limited to, threats, intimidation, or abuse based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex.

**VI. AGE APPROPRIATE RESTATEMENT OF POLICY**

You should never feel that it is not safe for you to come to school and participate in all school activities. You should never be prevented from concentrating on your schoolwork because another student or a school staff member is teasing you, making fun of you, pushing you around, or threatening you in some way, because of your race, color, weight, national origin (where your family comes from), ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex.

You may not act toward another student in a way that reasonably might make them feel threatened or unsafe, or that might reasonably make them unable to concentrate on their school work, because of what you think about their

race, color, weight, national origin (where their family comes from), ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex. It is against school rules for you to do this by your physical actions or by your verbal statements, including electronic messages.

You should never feel that it is not safe for you to come to school and participate in all school activities. You should never be prevented from working hard because another student or a school staff member is teasing you, making fun of you, pushing you around, or singling you out, because of where you come from, color, weight, religion, or what religion you believe in, or because you are physically different.

You may not make others feel unsafe, or unable to do their work, because of where you come from, color, weight, religion, or what religion you believe in, or because you are physically different. It is against school rules for you to do this by actions or words and using the computer.)

## **VII. REPORTING AND RESPONDING TO VIOLATIONS**

### **A. Reporting Possible 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 the 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.

## **B. Responding to Reports of Possible Harassment or Discrimination**

1. In addition to the procedures described below for removal of disruptive students and possible suspension from attendance, the District provides a procedure for responding to reports of possible discrimination or harassment against students by another student, an employee, or any other person on school property or at a school function. The process is described in the District's Equal Opportunity and Nondiscrimination Policy.
2. The District has also designated a Dignity Act Coordinator for each school. Those coordinators are:  
**Russell Stevener**, Principal, Holland Patent High School, (315) 865-8154  
**Lisa Gentile**, Principal, Holland Patent Middle School, (315) 865-8152  
**Kristin Casab**, Principal, Gen. Wm. Floyd Elementary School, (315) 865-5721  
**Sarah Vergis**, Principal, Holland Patent Elementary, (315) 865-8151  
**James DeAngelo**, Pupil Personnel & CSE Chairperson, (315) 865-4148

The Dignity Act Coordinators are trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender and sex. They are available to speak with any person who has witnessed possible discrimination or harassment, or if that person has experienced treatment that may be prohibited discrimination or harassment.

## **C. No Retaliation for Reporting**

No act of retaliation may be directed at any person who makes a good faith report of conduct by another person that may reasonably be a violation of this Code, or who assists in, or is part of, the investigation of such a report. To engage in such retaliation is considered a violation of this Code.

## **VIII. DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS**

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 the 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.

Responses to acts of harassment, bullying and/or discrimination against students by students shall use measured, balanced, and age-appropriate remedies and procedures, with the goals of prevention and education, as well as intervention and discipline. We will consider the nature and severity of the conduct, the developmental age of the student engaging in the conduct, the actor's prior disciplinary record, and the impact of the conduct on the student at whom it was directed.

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.

## **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.

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. **Restitution for damage to property** – Principal, Superintendent
6. **Work detail** – Principal, Superintendent
7. **Suspension from transportation** – Director of Transportation, Principal, Superintendent
8. **Suspension from athletic participation** – Coaches, Athletic Director, Principal, Superintendent
9. **Suspension from social or extracurricular activities** – Activity director, Principal, Superintendent
10. **Suspension of other privileges** – Principal, Superintendent
11. **In-school suspension** – Principal, Superintendent
12. **Removal from classroom by teacher** – Teachers, Principal
13. **Short-term (five days or less) suspension from school** – Principal, Superintendent, Board

14. **Long-term (more than five days) suspension from school** – Principal, Superintendent, Board
15. **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. Parents will receive notification of detentions assigned. Students will be provided 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, in writing, 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**

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."

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 to the Principal's office for the remainder of the class time only; or (3) 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 an academic class for up to three days. The removal from class applies to the class of the removing teacher only. For elementary classroom it applies to the specific academic class. 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.

Notice should be provided by telephone with a formal written notice to follow in a timely fashion. The teacher who ordered the removal will be required to attend the informal conference.

If at the informal meeting the student denies the charges, the Principal, the Principal's designee, or the teacher who orders the removal, 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, if a conference is requested. 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.

In light of this information, it appears that a teacher may remove a disruptive student with a disability from the classroom under the following scenarios, so long as the removal would not constitute a change in placement.

- A student with a disability does not have a behavior intervention plan or IEP that includes specific strategies to address a student's behavior precipitating the removal.
- Where a student has a behavior intervention plan or IEP that addresses specific behaviors, the plan has been implemented consistently and in good faith, but the plan is not working (that is, the student engages in disruptive behavior even though prescribed behavior or management strategies are being implemented.)
- Where the student has an IEP or behavior intervention plan (BIP), but

the disruptive behavior precipitating the removal is “new” and of a different character than the behavior addressed in the IEP.

- The student is afforded the opportunity to continue to appropriately progress in the general curriculum;
- The student continues to receive the services specified in his or her IEP and;
- The student continues to participate with nondisabled students to the extent they would have in their current placement.

## 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 Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal 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 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 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 or overnight, 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 five 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 or Principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf. The Superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no

stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.

An appeal of the decision of the Superintendent may be made to the Board that 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 10 business 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.

**C. Minimum Periods of Suspension**

**1. Students who bring a weapon to school**

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 only in accordance with the requirements of state and federal law.

## **2. Students who commit violent acts other than bringing a weapon to school**

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 who repeatedly substantially interfere with the teacher's authority over the classroom**

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for 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 or other illegal substance 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.

## **E. Prohibition of Corporal Punishment**

1. The District recognizes the responsibility of all school personnel, including administrators, faculty and other employees, to see that proper standards of school behavior are maintained. All school personnel are expected to help in maintaining proper levels of supervision.
2. No teacher, administrator, officer, employee or agent of the District shall use corporal punishment against a pupil.
3. As used in this section, corporal punishment means any act of physical force upon a pupil for the purpose of punishing that pupil, except as otherwise provided in subdivision 4 of this section.

4. In situations in which alternative procedures and methods not involving the use of physical force cannot reasonably be employed, nothing contained in this section shall be construed to prohibit the use of reasonable physical force for the following purposes:
  - a. To protect oneself from physical injury;
  - b. To protect another pupil or teacher or any other person from physical injury;
  - c. To protect the property of the school or others; or
  - d. To restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of School District functions, powers and duties, if that pupil has refused to comply with a request to refrain from further disruptive acts.
5. The Superintendent of Schools is hereby directed to develop and implement a reporting procedure which will enable the District to summarize complaints relative to the alleged administration of corporal punishment. Such summaries will include references to the substance of each/all complaints, the result(s) of the investigation of each/all complaints, and whatever action(s), if any, was/were taken by the administration of the District. The summary of each/all complaints shall be available for submission to the Commissioner of Education in accordance with Commissioner's Regulations (semi-annually, by January 15 and July 15 of each year.

## **IX. 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.

## **X. DISCIPLINE OF STUDENTS WITH DISABILITIES**

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

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

## **A. Authorized Suspensions or Removals of Students with Disabilities**

1. For purposes of this section of the code of conduct, the following definitions apply.

A "suspension" means a suspension pursuant to Education Law § 3214.

A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself/herself or others.

An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
  - a) The Board, the Superintendent or a Principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
  - b) The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
  - c) The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.



d) The Superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function or the student causes bodily injury to another person at school, on school premises or at a school function.

(1) "Weapon" means the same as "dangerous weapon" under 18 U.S.C. §930(g)(w) 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...[for] a pocket knife with a blade of less than 2 1/2 inches in length."

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

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

3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

## **B. Change of Placement Rule**

1. A 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 and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

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

### **C. Special Rules Regarding the Suspension or Removal of Students with Disabilities**

1. The District's Committee on Special Education shall:
  - a) Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

- b) Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA (Individuals with Disabilities Education Act) and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
  - a) The Superintendent, Principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
  - b) A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
    - (1) conducted an individual evaluation and determined that the student is not a student with a disability; or
    - (2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

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 a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.
4. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

#### **D. Expedited Due Process Hearings**

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
  - a) The district requests such a hearing 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, or 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.

- b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
  - (1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of parents and the district agree otherwise.
  - (2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
- 2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

## **E. Referral to Law Enforcement and Judicial Authorities**

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

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

## **XI. VISITORS TO THE SCHOOLS**

The Board encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of 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 report to the office of the Principal upon arrival at the school. There they will be required to 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 to the office and sign out the identification badge to the Principal's office before leaving the building.
3. Visitors attending school functions that are open to the public during non-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 while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not 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.

## **XII. IN-SERVICE EDUCATION PROGRAMS**

At the start of each school year, the District shall provide all staff with in-service education regarding District policy for conduct on school grounds and at school functions, methods for promoting a safe and supportive school climate, and ways of discouraging discrimination and/or harassment against students by other students or school employees.

## **XIII. 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 race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
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, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Use tobacco products on school property or at a school function.
11. Possess or use weapons 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.
12. Loiter on or about school property.
13. Gamble on school property or at school functions.

14. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
15. Willfully incite others to commit any of the acts prohibited by this code.
16. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

## **B. Penalties**

Persons who violate this code 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 4 and 5. 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.



## **XIV. DISSEMINATION AND REVIEW**

### **A. Dissemination of Code of Conduct**

The Board of Education shall ensure community awareness of these provisions and of the Code of Conduct by:

1. Posting the complete Code of Conduct, respectively, on the District's Internet Web site, including any annual updates or amendments thereto.
2. Provide copies of a summary of the Code of Conduct to all students, in an age-appropriate version, written in plain language, at a school assembly to be held at the beginning of each school year.
3. Provide by mail a plain language summary of the Code of Conduct to all persons in a parental relation to the students before the beginning of each school year and making the summary available thereafter upon request.
4. Provide each existing teacher with a copy of the complete Code of Conduct and a copy of any amendments to the Code as soon as practicable following initial adoption or amendment of the Code of Conduct, and providing new teachers with a complete copy of the current Code of Conduct upon their employment.
5. Make complete copies of the Code of Conduct available for review by students, parents or persons in parental relation to students, other school staff, and community members.
6. Provide training to teachers, administrators, and staff designed to address the concepts and issues incorporated in the Dignity Act, including, but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, discrimination or harassment against students and/or school employees.
7. Provide "safe and supportive school climate concepts" in the District curriculum.

The District shall develop and implement a program of instruction in grades Kindergarten through Grade 12 that supports development of a school environment free of harassment, bullying and/or discrimination, that raises student and staff awareness and sensitivity to harassment, bullying and /or discrimination, that instructs in the safe and responsible use of the internet and electronic communications and that includes a component on civility, citizenship and character education in accordance with Education Law. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community.

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.

## **B. Review of Code of Conduct**

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 no later than 30 days after adoption.

### **Holland Patent Central School District**

**Adopted:** 09/17/73

**Revised:** 12/23/85, 11/14/88, 10/25/94, 12/08/98, 07/04, 07/25/05, 04/04/06, 06/06/07, 06/28/12, 08/14/13, 04/22/14

# **Holland Patent & General William Floyd Elementary School Student Management/Appropriate Behavior Philosophy**

The development of self-control in a democratic society begins at a very early age with the process of socialization within the family unit. The parents are the children's first teachers. Parents who have established clear and consistent rules for behavior help prepare children in adjusting to a formal school environment. It is necessary for the parents to remain visible and for parents to support the school in its efforts to maintain proper discipline.

In order for our schools to function properly, the conduct of pupils must conform to conditions that promote learning. Principals and teachers in New York state are charged with maintaining an orderly learning process.

One of the goals of formal education is to develop self-control. This allows learning to take place in a school environment and prepares children for the adjustments and demands of society. We desire that the achievement of this goal be accomplished within the confines of humanitarian principles and ideals, thereby insuring adherences to the basic rights and dignity of all concerned.

## **Disciplinary Responses to Student Misconduct**

The purpose of all discipline is to teach students appropriate and constructive behaviors and to change undesired behaviors. Disciplinary measures shall be appropriate to the seriousness of the offense and, where applicable, to the previous discipline record of the student.

This code divides types of misbehaviors into four levels of increasing seriousness, with more stringent disciplinary measures provided for at each level. If an infraction appears to fall between two levels, it should be categorized and dealt with at the less stringent level. The list is intended to be descriptive rather than exhaustive. Each level also has a description of procedures that school officials should follow in administering discipline, and a menu of disciplinary choices. Because each child and each misbehavior is different, school officials should tailor the discipline for each infraction to best encourage the child to make better choices in the future.

## **1. Level A**

These misbehaviors constitute minor infractions of school rules, which cause little harm and minimal disruption. These are best handled quickly and informally. If the behaviors continue, however, their very persistence may make them disruptive enough to cause them to be treated as more serious infractions with more stringent consequences.

### **Examples of Infractions:**

1. Failure to follow instructions.
2. Classroom disturbance.
3. Minor act of fighting.
4. Neglect of safety rules.
5. Violations of bus rules.
6. Violations of library rules.
7. Litter/graffiti.
8. Disturbance outside class.
9. Abuse of hall, locker or library privileges.
10. Tardiness.
11. Inappropriate language.
12. Repeated taunting and/or teasing of others.

### **Procedures:**

1. The supervising staff or observer intervenes and applies the most appropriate discipline.
2. The staff member maintains a record of offenses and actions taken if necessary. A copy of such record shall be shared with the appropriate personnel.
3. A staff member/observer will initiate parental contact and communication.
4. If misbehavior persists, the staff member confers with administration and arranges for parental contact.

### **Optional Disciplinary Responses:**

1. Verbal reprimand.
2. Seat change.
3. Behavioral contact.
4. Restriction and/or loss of privileges.
5. Recommend and refer for counseling.
6. Parental contact and/or conference.
7. Detention.
8. Warning letter.
9. Referral to in-school or out-of-school agency.
10. ISS.
11. Other.

## **2. Level B**

Misbehaviors included at this level are frequent and/or serious enough to disrupt the learning climate of the school and affect the student's own ability to learn. Some of these infractions may be a result of misbehaviors that continue even after disciplinary measures are taken under Level A. Because of the infrequency and/or seriousness of these misbehaviors, the administrator assumes the major responsibility for corrective action.

### **Examples of Infractions:**

1. Continued harassment of other students including bullying, taunting, or teasing.
2. Repeated misbehavior on the school bus.
3. Petty theft.
4. Use of profanity or obscenity.
5. Possession or distribution of pornographic materials.
6. Leaving school without permission.
7. Defiance and insubordination.
8. Forgery.
9. Harassment graffiti.
10. Truancy.
11. Fighting.

### **Procedures:**

1. The teacher or observer reports the infraction or refers the student to the administrator. A written report will be submitted to appropriate personnel.
2. The administrator meets with the student and/or the teacher and determines the most appropriate disciplinary response, and then informs the teacher of the action taken.
3. The parent or person responsible for parental control shall be notified.
4. The administrator maintains a record of the offense and the disciplinary action taken.

### **Optional Disciplinary Responses:**

1. Continuation of the more stringent Level A options.
2. Recommend or refer for sustained counseling.
3. Parental conference.
4. Temporary withdrawal of certain privileges or participation in school activities.
5. Suspension of school bus transportation.
6. In-school suspension.
7. Out-of-school suspension (except for truants).
8. Any combination of the above.

### **3. Level C**

Classified at this level are behaviors that may cause lasting harm to the misbehaving student or that may threaten the health, safety or emotional well being of others in the school. If the misbehaviors at this level could violate criminal laws, administrators may, if they consider it appropriate, contact law enforcement officials. In most cases, however, these behaviors can best be remediated through disciplinary action at the school.

\*Such removal shall be consistent with Section IV (D) of this code.

#### **Examples of Infractions:**

1. Repeated truancy.
2. Use of tobacco products on school property or a school bus.
3. Extortion.
4. Stealing and/or possession and/or sale of stolen property.
5. Physically threatening other students.
6. Serious acts of defiance or threatening a teacher or support staff, or another student.
7. Fighting (physical harm).
8. Vandalism.
9. Possessing, using, or being under the influence of drugs or alcohol on school property or at school-sponsored activities.
10. Serious disruptive behavior.
11. Leaving school grounds without permission.
12. Interference in the execution of duties of school personnel.
13. Written or electronic communication that demeans or ridicules on the basis of race, gender, ethnicity, sexual orientation, or religion.
14. In possession of or using any type of gun on school property or at school events including BB guns, paint ball guns, or pellet guns, or any type of firearm.

#### **Procedures:**

1. The infraction is reported or the administrator investigates further and confers with staff members on the circumstances and immediate needs.
2. The administrator confers with the student and parent or person responsible for parental control about the documented misbehavior, its extent and consequences, and subsequent disciplinary action. If suspension is part of the action, the administrator follows appropriate procedures.
3. If appropriate, the administrator contacts law enforcement officials.
4. Administrator makes an accurate record of the infraction.
5. Written statements are taken as needed.

### **Optional Disciplinary Responses:**

1. Continuation of appropriate Level B options.
2. Full withdrawal from participation in school activities.
3. Restitution for damages.
4. Referral to outside agency.
5. In-school suspension.
6. Out-of-school suspension (except for truants).
7. Referral to superintendent for possible hearing.
8. Referral to judicial agency.
9. Any combination of above.

## **4. Level D**

Except for unmodified Level C behavior, the acts listed at this level are clearly criminal. They represent a direct and immediate threat to the welfare of others or may result in serious injury to the student, other people or property. In most cases, they require administrative action, which immediately removes the student from school and calls for the intervention of appropriate authorities.

### **Examples of Infractions:**

1. Possession and/or sale of stolen property.
2. Extortion from other students.
3. Indecent exposure.
4. Tampering with a fire alarm.
5. Pulling a false alarm.
6. Starting a fire on school property.
7. Major vandalism.
8. Grand theft.
9. Possession and/or use of explosives.
10. Arson.
11. Providing, selling, and use of illegal chemical substances or alcohol on school property and/or at school-sponsored activities.
12. Making a bomb threat.
13. Assault and battery.
14. Possession, use, and/or transfer of legal weapons on school property or at school-related activities.
15. Hate crimes (incidents targeting individuals or groups with threats, ridicule, or violence, including written and electronically displayed ridicule).
16. Forcible touching.

### **Procedures:**

1. Having verified the offense, the administrator meets with all of those involved.
2. The principal initiates procedures according to established policy for excluding the student from school and notifies the parents or persons in parental control immediately.

3. The principal informs the superintendent.
4. School officials contact the proper authorities and assist in prosecuting the offender.
5. The principal submits a complete and accurate record to the superintendent for possible Board action.

**Optional Disciplinary Responses:**

1. Full restitution of damages.
2. In-school suspension.
3. Out-of-school suspension.
4. Alternative school.
5. Superintendent's hearing.
6. Referral to appropriate agencies.
7. Any combination of the above.

**Infractions not listed** - to be resolved at the discretion of a staff member and/or school administrator.

## **Student Property**

Anything brought to school should be clearly labeled with the child's name. All items brought from home are the responsibility of the child. The school is not responsible for lost, stolen, or broken items. PS, iPod or electronic games are discouraged.

## **Harassment**

The District is committed to safeguarding the right of all students within the school district to learn in an environment that is free from all forms of harassment.

Any student who believes that he or she has been subjected to harassment, by any individual on school grounds or at school activities should report the alleged misconduct immediately to school authorities. Disciplinary action will be taken against the offending individual in accordance with school policy.

## **Electronic Discipline Referral**

For all disciplinary incidents that result in a referral, faculty and staff will complete the referral in SchoolTool.

## **Dangerous Weapons in School**

(Policy #6030.1)

No student shall have in his or her possession upon school premises any rifle, shotgun, pistol, revolver, other firearm, knife, dangerous chemical, explosive or any object which is not necessary for school activities and which could be used as a



weapon. A weapon is defined as any instrument capable of firing a projectile, the frame or receiver of such weapon, a firearm muffler or silencer, any explosive device, or any other instrument capable of inflicting bodily harm.

The possession of a weapon on school property is strictly prohibited, except by law enforcement personnel. Any person possessing a weapon for educational purposes in any school building must have written authorization of the Superintendent of School or his/her designee.

The Penal Code of the State of New York shall be used to determine which is considered a weapon.

Any student found guilty of bringing a firearm onto school property after a hearing has been provided pursuant to section 3214 of the Education Law will be subjected to at least a one-year suspension from school. However, after this penalty has been determined, the Superintendent of Schools will review the penalty and may modify such suspension on a case-by-case basis. If the Superintendent of Schools believes a one-year suspension penalty to be excessive, he/she may modify the penalty based on criteria including, but not limited to:

1. the age of the student;
2. the student's grade in school;
3. the student's prior disciplinary record;
4. the Superintendent of Schools believe that other forms of discipline may be more effective; input from parents, teachers, and/or others; and other extenuating circumstances.

The Superintendent of Schools shall refer any student, under the age of 16, who has been determined to have brought a firearm to school to Family Court; students over the age of 16 will be referred to the appropriate law enforcement authorities.

Students with disabilities can only be suspended consistent with the provisions of the Individuals with Disabilities Education Act and Article 89 of the Education Law.

## **Vandalism**

A student damaging or defacing school property will be held financially responsible for the full repair of that damage. In addition, the student will be subject to disciplinary action, including suspension, in-school suspension, detention, or work detail and parental notification.

In serious cases of vandalism, the student will be subject to prosecution under law, suspended out-of-school for five (5) days, and required to appear before a Superintendent's hearing under Section 3214(3) of the New York State Education Law. Students are reminded that according to State law, parents are responsible for up to \$2,500 limit for damages caused by their children.

# Attendance

The Board of Education has adopted a new student Attendance Policy #6020, which is now in effect.

The objectives of this policy are to ensure the maintenance of an adequate record verifying the attendance of all children, to establish a mechanism to examine patterns of pupil absences and to develop effective intervention strategies to improve students attendance. A copy of the entire policy is available upon request from the school office.

Students are expected to attend classes. The insistence on good attendance serves as a clear and constant reminder of the importance of attendance in instruction enabling the student to:

- learn subject matter
- earn good grades
- develop responsible work and study habits
- prepare for the world of work

1. Every student registered is expected to be in school each day from 9:00 a.m. to 3:15 p.m. unless legal causes prevent their attendance. Excessive absenteeism makes the educational progress and achievement of any student difficult and may cause harm to their future vocational or educational plans. Upon arrival, all students are to enter the building and may not leave school grounds until the end of the day, unless an approved authorized permission has been granted.
2. Section 175.6 of the Commissioner's regulations define the following as "excused absence/tardy:"
  - a. personal illness
  - b. serious illness or death in the family
  - c. impassable roads due to weather conditions
  - d. religious observances
  - e. quarantine
  - f. court appearances
  - g. attendance at health clinics
  - h. approved cooperative work programs
  - i. approved college visits
  - j. military obligations
  - k. disciplinary detention of an incarcerated youth
  - l. any other reason approved by the Commissioner

3. All instances of an excused absence/tardy require a written parent/guardian excuse. The excuse must identify the date/time of absence, reason for absence, tardiness or early departure and parent/guardian signature. Students failing to present an excuse prior to an early departure or upon reporting back to school following an absence or tardiness will be subject to a warning. Subsequent offenses will result in progressive discipline. If a child arrives after 9:00 a.m. the adult bringing the child to school must sign the student in at the main office in order to remove their name from the absence list. The child must then report to the nurse to let the nurse know he or she is here.

When a child is absent from school we ask the parent to please telephone the school health office at (315) 865-7261 and give a reason. An answering machine has been placed in the health office for hours before and after school. A written excuse is still required when the student returns to school. If the school is not notified, the health office will attempt to reach the parent to verify the student's absence. An absence is marked illegal in the computer and remains so until a student provides an excuse explaining the absence.

Most absences not mentioned above ("excused absence/tardy") are interpreted under the law as "unexcused absences" including, but not limited to, vacation, shopping, babysitting, oversleeping, needed at home, cold weather or missing the bus. Reasons not listed as unexcused absences/tardy are:

- Unlawful detention: Unlawful detention occurs when the pupil is absent with the knowledge and consent of his/her parent/guardian for other than an excused absence.
  - Truancy: A student who is absent from school without the consent of a parent/guardian is considered to be truant.
4. Excessive absences - Students who are unable to attend school for more than three days due to injury, surgery, or illness, but are able to study at home, should contact the school for assignments and possible home tutoring. If three days elapse without some form of communication from the parents, we will call, a conference will be set up with the parents of the child and school principal to seek solutions to the problem. If this is not successful, a referral to the Child Study Team to implement solutions will be made. If the absences continue after these interventions, a referral to an outside agency will be made.
  5. Dental and medical appointments - parents should make every effort to schedule doctor, dental and other appointments after school hours whenever possible.
  6. If a student needs to leave school sometime during the day, he/she must bring

a note from the parent/guardian providing a reason for requesting that he/she be excused at a stated time. This must be brought to the child's teacher who will then send it to the office. **STUDENTS MUST BE SIGNED OUT AT THE OFFICE BY THEIR PARENT OR LEGAL GUARDIAN. THEY MAY NOT BE PICKED UP AT THEIR CLASSROOM.** When returning to school during the day, students must be signed in at the office by their parent or legal guardian. The student must also report to the nurse prior to returning to class.

7. Parents should contact the school if a student is unable to attend for an extended period of time due to illness, injury, or surgery. If the child is able to study at home, the school will provide assignments if requested. However, if the child will be out for an extended period of time due to illness, injury or surgery, home instruction may be warranted per doctor's written order.
8. An attendance rate under 90% is a concern to us. Over the course of a year, this would mean a student missed 18 of 180 days. In a periodic review of our attendance records, we will notify parents/guardians by mail if their child falls below this level due to absence or tardiness.
9. School attendance is required to participate in after-school activities. Attendance at school parties or activities is limited to those in attendance on the date and time of the activity or party.

## **THE HOLLAND PATENT SCHOOL DISTRICT Comprehensive Drug and Alcohol Policy Statement**

The Board of Education of the Holland Patent Central School District is committed to the prevention of alcohol, tobacco, and other substance use/abuse, including anabolic steroids. This policy describes the philosophy and programs the District uses to promote healthy life styles for all its students and staff.

No person may use, possess, sell, or distribute alcohol, tobacco, drug paraphernalia, counterfeit and designer drugs, or other substances, on school grounds or at school-sponsored events, except drugs as prescribed by a physician. The inappropriate use of prescription and over-the-counter drugs shall also be prohibited.

Any and all persons exhibiting behavior, conduct, or characteristics indicative of having used or consumed alcohol, tobacco, or other substances may be prohibited from entering or remaining on school grounds or at school-sponsored events.

The District uses the following principles as guides for the development of its substance use/abuse prevention efforts and for any disciplinary measures related to alcohol, tobacco, and other substances:

- Alcohol, tobacco, and other substances use/abuse is preventable and treatable.
- Every student has the right to learn and develop to his/her fullest potential in an atmosphere that is conducive to the attainment of this goal.
- Alcohol, tobacco, and other substance use/abuse inhibits the District from carrying out its primary mission of educating students.
- The behavior of the Board of Education, the administration, school staff, and the community at large shall model the behavior asked of students.
- While the District can and must assume a leadership role in alcohol, tobacco, and other substance use/abuse prevention, this only will be accomplished through coordinate, collaborative efforts with parents, students, staff, and the community as a whole.

## **PRIMARY PREVENTION**

The intent of primary prevention programming is to prevent the onset of alcohol, tobacco and other substances use by students. The components of this programming shall include:

1. A sequential K-12 prevention curriculum that provides for:
  - Accurate and age-appropriate information about alcohol, tobacco, and other substances, including the physical, psychological and social consequences of their use/abuse.
  - Information about the relationship of alcohol, tobacco and other substance use/abuse to other health compromising issues such as AIDS, teenage pregnancy, eating disorders, child abuse, suicide and dropping.
  - Helping students develop appropriate life skills to prevent the use of alcohol, tobacco and other substances and to promote healthy life styles.
  - Helping students identify personal risk factors for alcohol, tobacco and other substance use/abuse and the steps needed for risk education.
  - Helping students develop a positive self-concept.
  - Helping students identify when they are under stress and how to manage or reduce stress through non-chemical means.
2. Training school staff, parents and guardians to use the information and skills necessary to reinforce the components of this policy in the home, school and community.
3. Community education about the issues of alcohol, tobacco, and other substance use/abuse as a basis for providing a consistent message to district youth.

4. Positive alternatives to alcohol, tobacco and other substance use/abuse, such as peer leadership programs, service projects and recreational and extra-curricular activities. Such activities will be planned collaboratively by students, school staff, parents, community members and agencies.

## **INTERVENTION**

The intent of intervention programming is to identify and provide supportive services to kindergarten through 12th grade students at risk for such use/abuse and to eliminate any existing use/abuse of alcohol, tobacco and other substances. The components of such programming shall include:

1. Providing initial alcohol, tobacco and other substance use/abuse counseling services to students.
2. Developing a referral process between District schools and community resources.
3. Identifying and referring students and/or families to appropriate agencies when their use/abuse of alcohol, tobacco and/or other substances requires additional counseling and/or treatment.
4. Providing support to students in or returning from treatment to assure a positive transition to the school environment.
5. Providing individual and group counseling for students at risk of alcohol, tobacco and/or other substance use/abuse.
6. Educating parents concerning the availability of District intervention services.
7. Confidentiality will be ensured as required by state and federal law.

## **EMPLOYEE ASSISTANCE**

The Board of Education recognizes that the problems of alcohol, tobacco and other substance use/abuse are not limited to the student population but affect every segment of society. District staff will be informed as to the services they can receive through the School Health Insurance Program and community service agencies. They will be encouraged to seek such help as needed.

## **DISCIPLINARY MEASURES**

Disciplinary measures for students found to be using, in possession of, selling, or distributing alcohol, tobacco and/or other substances and for students possessing drug paraphernalia are outlined in the District's policies and handbooks. Similar disciplinary measures for District staff are addressed in Education Law 1711 (5) (e), 2508(5), 3020-a and 913.

Students who are disciplined for any of these infractions may be recommended for intervention services. In the case of District staff, they will be referred for Employee Assistance as outlined above.

## **STAFF DEVELOPMENT**

The Board recognizes that if the administrative, instructional, and non-instructional staff are to be responsible for understanding, implementing and modeling this policy, they must be trained about the components of an effective alcohol, tobacco and other substance prevention program. Staff training will be an on-going process including the following:

1. **For all staff:**
  - a. An understanding of why individuals use and abuse alcohol, tobacco and other substances.
  - b. Their role in implementing this policy, including how to identify students who exhibit high risk behaviors or who are using/abusing alcohol, tobacco and other substances, and how to refer these students to the appropriate services established by this policy.
  - c. Awareness of the special needs of students returning from treatment.
2. **Additionally for teachers:**
  - a. The knowledge and skills necessary to implement the District's K-12 alcohol, tobacco and other substance prevention curriculum.
  - b. The ability to recognize high risk behavior and to follow through where appropriate.
3. **For intervention staff:** appropriate staff training for those identified to carry out the intervention function to assure that their individual and group counseling and referral skills support the needs of high-risk, using, and abusing students.
4. **For prevention staff:** appropriate staff training materials to assure that they have the necessary knowledge and skills to support the application of prevention concepts throughout the school community.

## **IMPLEMENTATION, DISSEMINATION, AND MONITORING**

The Board of Education charges the Superintendent of Schools to collaborate with District staff, parents, students, community members, organizations, and agencies, including alcohol, tobacco and other substance abuse service providers, in developing the specific programs and strategies necessary to implement this policy.

Copies of this policy will be distributed to all district staff, students, parents and community organizations.

The Superintendent of Schools is responsible for annually reviewing this policy and recommending appropriate modification to the Board of Education for approval.

# Visitors to the Schools

(Policy 1010) - (Maintenance of Public Order on School Property)

Visitors to the schools of the District will be governed by the following rules:

- Each school principal shall establish and maintain a safety plan outlining the process for registration and authorization for visits to his or her school.
- The principal or designee of the school must be contacted by the person or the group wishing to visit, and prior approval must be obtained for the visit.
- Parents or guardians wishing to speak with a specific teacher concerning the progress of a child must make an appointment with the teacher, in addition to obtaining the permission of the school's principal or designee.
- All visitors must report to the main office, sign in, provide their drivers license and be issued a visitor's permit, which must be displayed at all times. The permit must be returned to the main office and the visitor must sign out at the conclusion of the visit.
- Registration shall not be required for school functions open to the public, whether or not admission is to be charged.
- Parents are encouraged to visit guidance counselors, school nurses, school psychologists and other support personnel, by appointment, in order to discuss any problems or concerns the parent may have regarding the student, whether school related or not.
- Any visitor wishing to inspect school records or interview students on school premises must comply with all applicable Board rules, regulations and policy. In questionable cases, the visitor shall be directed to the Superintendent's office to obtain written permission for such a visit.
- The principal or designee is authorized to take any action necessary to secure the safety of students and school personnel. Unauthorized visitors shall be requested to leave school premises immediately, and will be subject to arrest and prosecution for trespassing if they refuse.
- The principal should make provision for a designee to act in his/her absence from the building.

## Report Cards

Report cards are issued at the end of each 10-week marking period. The marking system used is outlined on each report card.



# Acceptable Use Policy for Network and Internet Access

## I. Overview

Network and Internet access is now available to students and teachers in the Holland Patent Central School District. The Internet offers a vast, diverse, and unique resource to all users. The District's goals in providing this service to students, teachers, and staff is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

## II. Filtering and Inappropriate Access

With the Internet access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. On a global network, it is impossible to control all materials and an industrious user may discover controversial or inappropriate information. The Holland Patent Central School District firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District.

**The passage of the 2000 Children's Internet Protection Act requires all schools that receive Universal Service (E-Rate) Funds to use a technology protection measure that blocks or filters Internet access. Specifically it must:**

- A. Block access to visual depictions that are obscene or child pornography when computers are used by adults.
- B. Block access to visual depictions that are obscene or child pornographic and considered harmful to minors when computers are used by someone under the age of 17.

**The Children's Internet Protection Act does permit the use of technology protection measure:**

- A. That can be configured for use by either adults or minors.
- B. However, the Superintendent or his/her designee may disable the software to enable access to blocked sites.

In compliance with the Children's Internet Protection Act, all workstations in the district must be configured and enabled with Internet filters as the default setting. The option for an authorized override will be made available for use by an adult for a bona fide research or lawful purposes.

### **III. Protection of Network Resources**

The purpose of the Holland Patent Central School District's computer network is to support the educational activities of the school, not to provide an experimental playground for users interested in tampering with the system. Nor is it our purpose to provide an uncontrolled environment in which users can explore all areas of the Internet.

Electronic information research skills are now fundamental to separation of citizens and future employees during an Age of Information. The Board expects that staff will blend thoughtful use of such information throughout the curriculum and that the staff will provide guidance and instruction to students in the appropriate use of such resources. Staff need to follow policies #7017, Teaching of Controversial Issues, #7050 Selection of Instructional Materials and #7060 Complaints About Curricula/Instructional Materials.

- A. Users who wish unlimited, unsupervised access to the Internet and all of its areas (IRC chat, FTP, telnet, messaging, bulletin boards, etc.) are reminded that local Internet access is commercially available from several providers for reasonable monthly fees.
- B. Parents and taxpayers have the right to know that students are not finding their way into inappropriate areas of the Internet using taxpayer funded equipment and software.
- C. Users are reminded that use of the network is a privilege, not a right.

### **IV. Administrative and Conditions of Use**

#### **A. Terms and Conditions of Use**

- 1. All use of the network and technology resources must be in support of education and research consistent with the Purposes of Holland Patent Central Schools.
- 2. Users will not disclose their passwords to others or use the passwords of others.
- 3. Users shall not intentionally seek information on, obtain copies of, or modify files, other data or passwords, belonging to other users or misrepresent other users on the network.
- 4. Users will not attempt to obtain unauthorized access to any account or network function or access level other than those specifically provided for their use.
- 5. Users are not to install software of any type (including games, utilities, control panels, or extensions) on any computer or file server without permission from the building technology coordinator or network support personnel.
- 6. Users are not to change security, control panel, or other software settings without permission from the building technology coordinator or network support personnel.

7. Users are not to store or install software that has the potential to damage the integrity and/or security of the network on any computers or file servers.
8. Users will not damage, disable, or otherwise interfere with the operation of computers, computer systems, software, or related equipment through physical action or by electronic means.
9. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computer system is prohibited.
10. Students are required to complete user logs at all Internet enabled workstations in all open access areas and open labs.
11. Users will not use the computer network to obtain, download, send, print, display, or otherwise gain access to or to transmit materials that are unlawful, obscene, pornographic, or abusive.
12. Users will not store, install, upload, or download material which infringe on the rights of others, including but not limited to, software programs, music, designs, and all kinds of literary and artistic works, nor will they use software not provided by the Holland Patent Central School District. (No unlawful copies of copyrighted materials may be knowingly produced or transmitted via the district e.g., including web services real last names.) Or any information which may allow someone they are communicating with online to locate them.
13. Students will not give personal information such as their address or phone number to those with whom they correspond via electronic mail.
14. Students will not engage in electronic mail or "chat" functions either through the use of their own software, or similar functions provided at some Web sites unless directly supervised by an authorized staff member for a bona fide research or lawful purpose.
15. Subscriptions to News groups and LISTS must be reported to the District Technology Coordinator. Prior approval is required for students.
16. Mail from News groups and LISTS must be monitored daily and deleted from the personal mail directory to avoid excessive use of file server hard disk space.
17. All electronic mail (email) is not guaranteed to be private. People who operate the messaging system do have access to any mail. Messages relating to or in support of illegal activities may be reported to the authorities.
18. The Holland Patent Central School District reserves the right to log Internet use and to monitor file server space utilization by users while respecting the privacy of user accounts.
19. Any use of the network for commercial or for-profit purposes is prohibited.
20. Extensive use of the network for personal and private business is prohibited.
21. Unauthorized use of the network for product advertisement or political lobbying is prohibited.
22. From time to time, the Holland Patent Central School's Technology and DAT Committees will make determinations on whether specific uses of the network are consistent with the Acceptable Use Policy.

23. Holland Patent Central School reserves the right to temporarily remove a user account on the network to prevent further unauthorized activity.
24. The Holland Patent Central School District makes no warranties of any kind, whether expresses or implied, for the service it is providing. The Holland Patent Central School District will not be responsible for any damages incurred. This includes loss of data (resulting from delays, nondeliveries, misdeliveries) or service interruptions caused by negligence, errors or omissions. The Holland Patent Central School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.
25. This policy will be part of each buildings present handbook to be reviewed and its implications discussed with the parents.
26. Photographs of students may not be posted. Student work may be identified by first name only.
27. Users are reminded that use of the network is a privilege, not a right.

## **B. Sanctions**

1. Violations may result in a loss of access. Users involved will be informed of the nature of these violations, and will have an opportunity to respond to them.
2. Additional disciplinary action may be determined at the building level in line with existing practice regarding inappropriate language or behavior.
3. Users may be required to make full financial restitution.
4. When applicable, law enforcement agencies may be involved.

## **C. Start-Up Screen Notice**

1. The following message will appear on all workstations during start-up:

*Your use of this workstation implies that you have read, understand, and agree to abide by the Acceptable Use Policy for Network and Internet Access of the Holland Patent Central School District.*

### **Holland Patent Central School District**

Adopted: 02/06/02

Revised: 04/27/04, 08/23/06, 06/20/07, 03/03/10

Readopted: 03/03/10

# Response to Intervention (RTI)

The District shall provide response to intervention to students who have been identified as being at risk of falling below the state learning standards in English language arts, mathematics, social studies and/or science. Such services may include additional instruction services and/or student support services such as guidance, counseling, and study skills.

A student's eligibility for academic intervention services will be determined through the School Based Intervention Team (SBIT) and is based on his/her performance on state assessments, district assessment, and in conjunction with classroom performance.

When it has been determined that a student needs academic intervention services, the parents will be notified in writing by the building principal. The notice will outline the reason the student needs such services, the type of services to be provided, and the student support plan to be used to help achieve the performance standards. In addition, the District will provide the parents with opportunities to consult with teachers and other professional staff, regular reports on student's progress, and information on ways to monitor and work with teachers to improve the student's performance.

## Grading Policy

1. Grading and reporting represent an opportunity for effective communication about student performance in relation to expected standards.

Grading and reporting require the collection of multiple source of evidence on student learning, thoughtful evaluation of that evidence, and communication of the results of those evaluations to multiple audiences.

**Grades serve a variety of purposes including:**

- Provides data for administrative uses.
- Provides students feedback on progress of achievement.
- Provides guidance to students about future course work.
- Provides guidance for teachers for instructional planning.
- Provides opportunities for self evaluation.

2. All final grades will be recorded as part of the student permanent record.

An incomplete on the report card must be made up according to arrangements with the individual teacher. The building principal will approve this process.

### 3. K-5 ranges

<b>90-100</b>	<b>A-, A, A+</b>	<b>4</b>
<b>80-89</b>	<b>B-, B, B+</b>	<b>3</b>
<b>70-79</b>	<b>C-, C, C+</b>	<b>2</b>
<b>69-65</b>	<b>D</b>	<b>1</b>
<b>Below 65</b>	<b>F</b>	<b>1</b>

**A+** = 97-100

**B** = 83-86

**C-** = 70-72

**A** = 93-96

**B-** = 80-82

**D** = 65-69

**A-** = 90-92

**C+** = 77-79

**F** = below 65

**B+** = 87-89

**C** = 73-76

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**4** - Exceeds state level standards.

**3** - Meets state level standards.

**2** - Moving towards meeting state level standards.

**1** - Needs improvement to meet state level standards.

#### a) Elementary Factors Contributing to Grade

**Demonstrates Positive:**

1. Effort
2. Participation
3. Quality of Work
4. Listening
5. Attitude
6. Behavior

**Needs to Improve:**

7. Participation
8. Quality of Work
9. Listening
10. Attitude
11. Behavior
12. Test Scores
13. Assignments
14. Projects
  - a. Late
  - b. Missing
  - c. Poor

**b)** Progress reports will be sent out at a minimum the midpoint of each marking period and parents will be notified in cases where students:

- Are failing.
- Ten point or letter grade drop in performance.
- Experiencing a lack of success.

4. **6-8 Ranges** (with the exception of courses leading to high school credit that will fall under the high school policy).

<b>90-100</b>	<b>A-, A, A+</b>	<b>4</b>
<b>80-89</b>	<b>B-, B, B+</b>	<b>3</b>
<b>70-79</b>	<b>C-, C, C+</b>	<b>2</b>
<b>69-65</b>	<b>D</b>	<b>1</b>
<b>Below 65</b>	<b>F</b>	<b>1</b>

**A+** = 97-100

**B** = 83-86

**C-** = 70-72

**A** = 93-96

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**C+** = 77-79

**F** = below 65

**B+** = 87-89

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**4** - Exceeds state level standards.

**3** - Meets state level standards.

**2** - Moving towards meeting state level standards.

**1** - Needs improvement to meet state level standards.

