

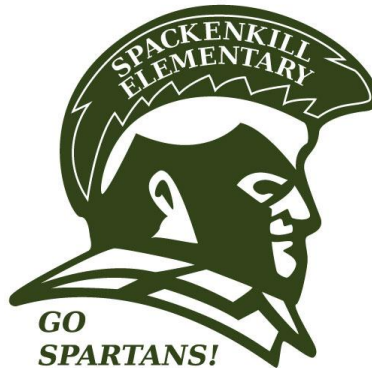


NASSAU ELEMENTARY SCHOOL

HANDBOOK

2016-2017

“Through collaborative efforts among community, school, and family, our mission at Nassau Elementary School is to provide a nurturing, caring, and safe learning environment respectful and accepting of all to promote academic excellence in this ever-changing world.”



UPDATED: 9/2/2016
By: CC

September 2016

Dear Parents/Guardians, Students, Teachers, and Staff,

The Nassau Elementary School Handbook has been created so we are able to work collaboratively from a shared source of expectations to deliver unparalleled results for the students at Nassau. The best educational opportunities for our students will be provided through partnerships between families, school faculty and administration, and the greater Spackenkill community. This handbook will help make our Nassau family ever strong by allowing us to communicate about important aspects that help make our school run safely and efficiently. As such, it is considered a living document and will change as needed. We hope the knowledge in this Handbook will allow each stakeholder to be active participants in meeting academic, social, and emotional benchmarks for each student at Nassau.

The Handbook is divided into several parts.

Part 1: Policies, Procedures, and Non-Academic Programs

Part 2: Curriculum, Instruction, and Assessment

Part 3: Behavior and the Spackenkill Union Free School District Code of Conduct

Warm regards,

The Nassau Teachers and Staff

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I. NASSAU ELEMENTARY SCHOOL

A. ARRIVAL AND DISMISSAL PROCEDURES

TIME	PROCEDURE
8:20 AM	Students may arrive at school but are not permitted to go to their classrooms until 8:35 AM. <u>Note:</u> There is no supervision for students before 8:20 AM, do not send students to school before 8:20 AM.
8:35 AM	All students go to their classrooms
K-2 Walkers must be accompanied by an adult	
2:45 PM	Instruction ends Walkers, pick-ups, and Honey Bees are dismissed from their classrooms
2:45 - 3:10 PM Dismissal	Walkers and pick-ups are signed out in the cafeteria Students riding a bus are called to exit the building and board their bus

START THE DAY RIGHT, BE IN THE BUILDING AT 8:30 AM

ARRIVAL:

BUS:

- Buses will begin arriving at Nassau at 8:20 AM.
- Students will be in the cafeteria until 8:35 AM. At 8:35 AM students may go to their classrooms.
- Before buses depart from Nassau, an adult will board each bus to make sure that all Nassau students are off the bus.

WALKERS:

- Walkers may begin to be dropped off at 8:20 AM in the cafeteria. Students will be in the cafeteria until 8:35 AM. At 8:35 AM students may go to their classrooms.

CAR DROP-OFF:

- After entering the school driveway, parents dropping off students should make an immediate left into the parking lot, and follow the driveway to the fenced-in lot.
- Proceed to the immediate right until you reach the marked student drop off/pick up area.
- Parents are responsible for exiting their child from the passenger side of the vehicle. Upon exiting the car, staff members will supervise students so they enter the building safely. The students will walk on the crosswalk to the side walk and then through the main entrance doors of the building.
- Parents should loop left around the parking lot and exit the fenced-in lot. Use the driveway furthest away from the school to exit the property.
- If you must escort your child into the building, you will need to park along the perimeter of the fenced-in lot. Please walk around the outside edge of the parking lot.

HONEY BEE EXTENDED DAY PROGRAM:

- Students enrolled in Honey Bee will be escorted to their classrooms at 8:35 AM.

DISMISSAL: 2:45 - 3:10 PM

WALKERS & PICK-UPS:

- Walkers and pick-ups will be dismissed at 2:45 PM from their classrooms.
- Kindergartners are picked up in the Main Lobby and 1st and 2nd graders are picked up in the Cafeteria.
- Parents/Guardians will enter the “Dismissal Enter” door, proceed to the designated table, sign their child out, and exit through the “Dismissal Exit” door.

HONEY BEE EXTENDED DAY PROGRAM:

- Students enrolled in Honey Bee will be dismissed from their classrooms at 2:45 PM and proceed to the Stage.

BUS:

- As buses arrive at Nassau, all-call announcements will be made.
- Students taking a bus home will be escorted to their designated bus.
- There must be an adult at the bus stop to pickup all K-2 students.

NOTE:

Between 8:20 - 9:00 AM and 2:45 - 3:30 PM, **no cars should enter the driveway nearest the school** or park in that parking area. Although you may be tempted to drop your child off closer to the main entrance, it presents a serious danger to your child and all the children at Nassau. Drivers must always exercise extreme caution when entering and leaving the school parking lot.

B. BUS INFORMATION

1. Safety Guidelines for Parents and Students

- a. Students should be at the bus stop a few minutes before their scheduled pick up time. Students waiting for their bus should be supervised by their parent/guardian.
- b. Students should wait for their bus to come to a complete stop, with the red lights flashing, before boarding the bus. If the bus stops on the opposite side of the street from your home, parents should wait for the driver’s signal before allowing your child to cross the street. When crossing the road to board the bus, children are to walk at least ten feet in front of the bus so the driver can see them.
- c. Upon entering the bus, students should immediately be seated and remain seated until it is time to get off the bus. Students should not change seats.

2. Behavior Expectations on the Bus

There are three bus rules all students are expected to follow when riding the bus. They are:

- a. Use a level1 volume
- b. Keep hands and feet to self
- c. Stay in your seat

Students who do not behave as expected on the bus may be assigned a seat and/or may lose the privilege of riding the bus.

3. Requests for Bus Changes

While bus changes may be necessary under emergency situations, we ask that such requests be handled as follows:

- a. A written request for a change in transportation should be forwarded to the office. Please identify the destination, bus number, and the name of the person who will care for your child off the bus.
- b. Bus request choices will be honored as long as seats are available. Please provide phone contact information where you can be reached during the day. You will be notified by phone if we cannot accommodate the request.
- c. A master list of daily and permanent bus changes will be maintained in the main office.

C. FOOD SERVICES

The district's Food Service Department provides parents with a convenient, easy, and secure online prepayment service to deposit money into a child's school meal account at any time. This service also provides parents with the ability to view a child's account. Parents can print out a copy of a child's eating history report. This history report shows all dates and times that a child has purchased a breakfast and/or lunch within the past 30 days. More details on this program are available at spackenkillschools.org/lunch.

For sanitary reasons, the kitchen is restricted to authorized personnel. If the kitchen is needed for special projects, the Food Service Office must be notified at least two days in advance and the event will be staffed accordingly, when possible. Food from outside sources shall not be stored in the cafeteria/kitchen for refrigeration.

Breakfast is available every day at 8:25 AM for all students. Lunch is served daily. Students may choose from a wide variety of healthy foods, including two hot lunch choices, a variety of sandwiches and salads and milk. Milk may also be purchased separately. Prices for lunch and milk are listed on the monthly menus which can be

found on the district webpage. Snacks will be sold towards the end of the lunch period for first and second graders. Only two snacks may be purchased per student.

If beverages are sent to school, please be sure they are in paper, cans, plastic containers, or Thermos bottles rather than glass containers. We recommend that students do not bring carbonated drinks to school. If your child brings lunch from home please remember to pack supplies (fork, spoon, straw, napkins, etc). We encourage all our students to eat a well-balanced meal. Please consider packing a lunch for your child that will enable him/her to be productive in the classroom.

1. Lunch Times

- a. Grade K-- 11: 20 AM until 11:50 PM
- b. Grade 1-- 11:50 AM until 12:20 PM
- c. Grade 2-- 12:20 PM until 12:50 PM

2. Behavior Expectations during Lunch

- a. Level 1 volume
- b. Sit in your seat
- c. Eat your lunch
- d. Hands and feet to self
- e. Use kind words
- f. Raise your hand and ask for permission to get out of your seat
- g. Throw out your trash

Students who do not behave as expected during lunch may not be able to eat lunch with their peers.

Only staff members are permitted in the cafeteria during lunch periods.

D. RECESS

Recess is important to children. It provides a break from the regular school routine, a chance to get some fresh air and exercise, and an opportunity to run off excess energy. All students are expected to go outside for recess; therefore they should dress appropriately for the weather. This is a parental responsibility. For outdoor recess play during the winter months, we recommend the following articles: warm coat, mittens or gloves, boots, snowsuit (extra pair of pants kept in school), scarf, and a hat. All items should be labeled with your child's name. The decision to go out or stay in for recess is made by the school. Typically, if the wind chill or outside temperature is below 20 degrees we do not take the children outside.

If a student is to stay inside at recess due to illness, we require a note from the attending physician or a parent/guardian. Otherwise, it will be deemed that a student healthy enough to attend school is well enough to go outside.

1. Behavior Expectations during Outdoor Recess

- Activities that involve any type of equipment (fixed equipment, such as swings, or game-related equipment, such as a basketball) should be played in an appropriate and safe manner. Any game involving hard physical contact is not permitted (e.g., tackle football).
- Fighting, **pretend or real**, is not allowed.
- Students need permission to leave recess and enter the building.

b. Swings:

- **One person** is allowed to use a swing at a time, swing straight, and no jumping.
- No one may push or assist a student on the swings.

c. Slides:

- **One person** is allowed to use a slide at a time, feet first.
- Do not interfere with anyone sliding down.

d. Climbing Apparatus:

- Only rubber soled shoes that tie, buckle, or have a Velcro closing will be permitted on all climbing equipment (slides, jungle gym, etc).
- Students should watch out for each other and only do the things they are comfortable performing.

e. Small Equipment:

- Balls are to be kept away from the building and trees.
- Jump ropes are to remain on the blacktop and used for jumping only.
- All equipment that is used must be put back.
- All equipment must be used in a safe manner. Make sure there is a large enough area for the use of equipment so that it does not interfere with anyone else.

2. Behavior Expectations during Indoor Recess

- a. Level 1/ 2 volume, no running indoors during recess and zero volume walking back to classes
- b. Children need to be escorted from the cafeteria to their lockers, and to their designated area.
- c. Children may bring a game or some activity (i.e. book, cards, etc.) to keep them occupied during indoor recess if they are in the hallway.
- d. Any activity judged unsafe by the teacher/monitor on duty will be discontinued.

- e. Children are to clean up at the end of recess.

3. Behavior Expectations at the End of Recess

- a. Classes will be lined up single file or in pairs.
- b. Everyone is to be quiet when the whistle blows and while walking back to their classrooms.

**Repeated violation of the guidelines will result in the loss of recess participation.

II. CLOSINGS, DELAYS AND EMERGENCIES

Decisions to delay or close school are made by 5:30 AM. If there is a need to send students home due to bad weather and school is in session, a decision will be made at the earliest possible time to give parents adequate notice. Buses will begin to transport students approximately one hour after the decision is made. Dismissal begins with high school students followed by middle school students and finally the elementary students.

If there is ever a need to close a particular school for an emergency (heat fails, water main break, etc.) after it is in session, first, students will be transported to another school for their safety and comfort. Radio and television stations would have been immediately alerted to announce what has occurred and the procedure in place. Approximately one hour later, students who ride the bus will be transported home by bus. Students who do not ride the bus should be picked up at the designated school emergency location.

Every effort is made not to have to send children home due to an emergency. Since it is possible that not all parents have access to a radio or television during the work day, signs will be posted at the vacated school as to where the children are being safely housed. For those children who go home by bus, we advise that **children be made aware beforehand of who will pick them up off the bus** (neighbor, etc.) in the event that a parent/guardian is unable to do so. This is a rare occurrence, but it is important to be aware of the procedure for the safety of all children.

A. EMERGENCY CARDS

It is important for the school to have the most up-to-date information of where parents/guardians may be reached in case of an emergency caused by illness or accident.

The school must be able to contact parents/guardians or designated emergency contacts in a timely fashion. Please consider proximity to the school when selecting emergency contacts. In the case of illness or accident, students will need to be picked up promptly. If there are any changes to parent/guardian or local emergency contact information, please notify the school in writing right away.

Emergency contacts will need to provide the school with a photo ID when picking up students.

B. SCHOOL MESSENGER

SchoolMessenger is an automated communication system that provides time-sensitive information to our district families via telephone (voice & text), email message formats, and social media (Twitter and Facebook). Information regarding closings, delays and emergencies will be shared via SchoolMessenger. Please be sure your contact information is up-to-date and that you have opted to be notified in the AM/PM Closings and Emergency categories.

C. RADIO AND TELEVISION

School closings or delays will be broadcast on WEOK 1390AM; WKIP 1450 AM; WBWZ 93.3 FM; WPDH 101.5 FM; WDST 100.1; WHVW 950 AM; WBNR 1260 AM; WSPK 104.7 FM (K-104); WCZX 97.7 FM; WRRV 92.7 FM; WRWD 107.3 FM; WGNY 98.9/1220 AM/97.3 FM; WHUD 100.7 FM; WRNN TV 62; and WABC Channel 7.

D. WEBSITES

Please use cancellations.com, spackenkillschools.org, and www.facebook.com/spackenkillufsd to find out about delays, closings, or emergencies online.

E. STUDENT TELEPHONE CALLS

Students need the teacher's or supervising adult's permission to use the office phone. Phone requests will only be honored for emergencies.

Students are not allowed to display or use cell phones (for any purpose) during regular school hours. Students may not take photos at any time on school grounds in ways that may violate someone's privacy, compromise academic integrity, or breach school security.

III. SCHOOL DISTRICT ATTENDANCE POLICY

It is the goal of the Spackenkill Union Free School District to ensure that each student attend school the maximum number of days possible, and to afford each student the opportunity to meet his/her potential. We, therefore, institute this policy.

Good attendance and class participation are essential ingredients for academic success. Classroom lessons foster and require social interaction, development of effective communication skills, and critical thinking in addition to subject mastery.

In order to achieve educational goals and to maintain a true academic environment, students must attend their classes.

All children are expected to be in attendance each day unless they are ill or a family emergency arises. We ask that all parents call the school, at 845-463-7843, between 8:00 and 8:30 a.m. if your child is home sick or if you are keeping your child home for any other reason (dentist or doctor appointment). This will help us consolidate our absentee list so we can respond more quickly to any possible missing children concerns.

A. ATTENDANCE REQUIREMENTS

(Policy 5132, Last reviewed 2/26/16)

1. Applicability

All students of compulsory education age who reside legally within the District must attend school. Legal school age and legal residence are determined by the Board of Education in accordance with state requirements as set forth in New York State Education Law §§3202, 3205 to 3208, 3209 to 3210 and 8 NYCRR §100.2.

2. Notification Regarding Attendance Policy

a. Student Notification

1. School Handbooks shall include the District's attendance policy and be distributed to all students.
2. If a student misses a class period or school day without an excuse, a designated staff person may review attendance requirements with the student and/or parent upon student's return to school.
3. School newsletters and publications may include periodic reminders of attendance requirements.

b. Parental/Guardian Notification

1. All parents/guardians will be provided with a plain language summary of this policy at the beginning of each school year. Parents/Guardians can discuss the policy at anytime.
2. At registration, the District will provide each new student's parent or guardian with a copy of the attendance policy.
3. If a student misses successive class periods or school days without an

excuse, a designated staff person will notify the parent/guardian regarding the absences.

c. Faculty/Staff Notification

Each member of the faculty/staff will be given a copy of this policy, including any subsequent amendments. This policy will be distributed to new teachers upon commencement of employment. In addition, the building administrator may meet with faculty at the beginning of the school year to review policy and individual roles in its implementation.

d. Community Notification

Copies of this policy will also be available to any other member of the community upon request.

3. Guidelines

The District recognizes an important relationship between class participation and class performance. Consequently, each teacher may consider classroom participation as well as the student's performance in homework, tests, papers and projects, etc. When a student is absent, with or without an excuse, he/she misses the opportunity for class participation. Any absence from class, that is not made up, may result in a loss of points from the student's class participation grade.

a. Absences

1. Absences counted under the attendance/grading policy include:
 - a. All absences (whether excused or unexcused) not excluded below;
2. The following should NOT be counted as absences under the attendance policy:
 - a. In-School Suspension ("ISS");
 - b. Any period of OSS where student accepts alternative instruction;
 - c. Attendance at a special education program or service offered by a public school or an approved private school or facility when a student is homeless, disabled or incarcerated. (See §175.6 of the regulations of the NYS Commissioner of Education.)

b. Makeup Policy

1. When a student misses a class or school day, he/she is expected upon his/her return to provide a written explanation from his/her parent or guardian. Moreover, the student **and/or parent** must consult with his/her teachers regarding missed work. If the absence is excused, the student may make up any work missed by arranging an assignment with the teacher.
2. Make-up assignments must be completed by the date specified by the student's teacher for the particular class. Upon satisfactory and timely completion of the make-up assignment, any earned points will be included when calculating the student's final grade.
3. Reasonable make-up opportunities will be given to students with excused absences due to:

- a) personal illness;
- b) illness or death in the family;
- c) disability;
- d) impassable roads or weather;
- e) religious observance;
- f) quarantine;
- g) required court appearances;
- h) attendance at health clinics;
- i) approved college visits;
- j) approved cooperative work programs;
- k) military obligations; or
- l) such other reasons as may be approved by the Commissioner of Education.

4. Students who are unable to attend class period/day due to their participation in a school-sponsored activity (e.g., field trip, music lessons, etc.) and who arrange with their teachers to make-up missed work, shall be given credit for class participation the class day/period missed.

c. Consequences for Exceeding Absences Without Making Up Classwork

1. If a student loses credit in a course, he/she may request a meeting with his/her guidance counselor to discuss all remaining options.

d. Summer School Courses

Students may complete a course in summer school only if they have attended the regular school-year course for all quarters of the course.

4. Attendance Taking Procedures [Effective July 1, 2003]

a. Kindergarten – Grade 5

Attendance shall be recorded after being taken once per school day.

b. Grades 6-12

Attendance shall be recorded during each class period of scheduled instruction [including instructional or supervised study activities.]

5. Maintenance of the Attendance Register

a. For each student, the register of attendance must include:

- 1. Name;
- 2. Date of birth;
- 3. Date of enrollment;
- 4. Parent/Guardian's full name;
- 5. Address where student resides;
- 6. Phone number(s) where Parent/Guardian may be contacted;
- 7. ALL absences, tardiness or early departures during any school day, in whole or in part, excused or unexcused;
- 8. Appropriate coding to identify the nature of the absence (full day, class cut);
- 9. Dates of school closings for all or part of the day of schedule instruction due to extraordinary circumstances, including: adverse weather

conditions, heating problems, lack of water or fuel or destruction or damage to a school building; and

10. Date a student withdraws from, or is dropped from enrollment.

b. A teacher or district employee designated by the Board of Education will make entries on the Attendance Register. All entries must be verified by the oath or affirmation of the person taking attendance.

c. When additional information is received from a student during a student/staff conference that requires corrections to be made to a student's attendance records, such corrections will be made immediately. Notice of the change will be sent to appropriate school personnel (e.g., homeroom teachers, attendance officer, etc.)

6. Attendance Incentives

The District will design and implement incentives to acknowledge students' efforts to maintain or improve school attendance.

7. Incremental Interventions

The District will design and implement a system of specific incremental intervention strategies to identify and alleviate attendance problems in their early stages.

Any discipline imposed as a result of unexcused absences, shall be consistent with the District-wide Code of Conduct.

8. Appeals

a. All appeals will be made directly to the principal or other designated administrator who will make the final decision regarding grading impacted by attendance.

b. Appeals may be made to challenge the number of absences on record.

c. If parent is successful on appeal, the Attendance Register will be changed to reflect outcome of Appeals process.

9. Returns to District

Students, who leave the District and subsequently return, must still honor the attendance policy. All previous class absences will still count for that academic year.

B. RESPONSIBILITIES

Successful implementation of any attendance policy requires cooperation among all members of the educational community including parents, students, teachers, administration and support staff.

1. Students' Responsibilities

a. Students must attend school daily and on time.

b. Students must attend all classes.

2. Teachers' Responsibilities

- a. Provide make-up assignments when requested by a student with an excused absence.
- b. Notify Parent/Guardian of attendance problems via comments on progress reports and on report cards.
- c. Forward to Administration any required paperwork or notice indicating student absences.

3. Administration's Responsibilities

- a. When a student cuts class or is otherwise absent without excuse, designated staff member(s) will notify the student's parent(s)/guardian(s) and review the attendance policy.
- b. Notify the student and parent/guardian when the teacher of the course has provided notice of unexcused absence(s). Hold at least one meeting to explain the attendance policy to the student.
- c. Notify the student and parent/guardian when the student has exceeded a certain number of absences without making up course work.
- d. Review of Attendance Records
 1. Each building must have a person(s) who is designated to review attendance records and initiate appropriate action to address unexcused absences, tardiness and early departures.
 2. Attendance records must be reviewed by the designated attendance officer and principal to address unexcused absences, tardiness and early departures.

4. Guidance Counselors' Responsibilities

- a. Counsel students individually when they first receive a notification of excessive absences in any subject area. One meeting with the counselor will be sufficient for all subject areas.

IV. SAFETY

A. NASSAU ELEMENTARY SCHOOL BUILDING-LEVEL EMERGENCY RESPONSE PLAN

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, and natural and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response and recovery with respect to a variety of emergencies in schools.

The Nassau Elementary School Safety Team developed this Building-Level Emergency Response Plan in order to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the building-level plan with local and county resources in the event of such incidents or emergencies.

The Spackenkill Union Free School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates ongoing district-wide cooperation and support of Project SAVE.

B. EMERGENCY DRILLS

Safety drills are mandated through Project Save and are recommended and approved by our Board of Education. This includes 8 drills by December 31st (6 emergency evacuation and 2 lock-down drills) and 4 drills in the spring (2 emergency evacuation and 2 lock-down drills).

1. Fire Drills/Evacuation Drills

We are required by State Law to have a minimum of twelve drills during the school year, eight of which must be conducted before December 31st. Fire exits are clearly marked, and routes to exit the building are posted in each classroom.

2. Bus Drills

A minimum of three such drills must be conducted each year. The drills take place on the school bus. The first bus drill is conducted in September. Bus drills include instruction in the use of windows and emergency doors as the means of escape in the case of fire or accident.

3. Severe Weather Drills

Occasional practice in seeking shelter from severe weather will be held each year. This involves moving all students and building occupants to interior hallways of the building. Doors and windows are kept open or closed depending on whether the alert is for hurricane, tornado, or another weather emergency. Students are expected to sit against the wall with hands behind their necks or heads to protect them from flying debris.

4. Lockdown Drills

Practice drills are held to prepare students and staff to know what to do if an intruder, unsafe situation in the area, or medical issue threatens their safety.

5. AED Drills

Practice drills are held to prepare students and staff to know what to do if a person requires the use of a defibrillator.

C. BUILDING ACCESSIBILITY

To ensure the safety of all children, access to the building is limited. Students who need to enter the school before 8:20 AM because they are attending special programs should enter through the cafeteria. All other students may enter the building between 8:20 – 8:45 AM through the main entrance. If your child arrives to school after 8:45 AM, an adult must sign your child in at the main office.

After student dismissal time, limited access through the building's main entrance will be available until 4:00 PM. The main office is open from 7:30 AM – 4:00 PM. Please request entry to the building by pressing the enter button.

D. VISITORS

While visitors are welcome, it must be remembered that our first responsibility is to guarantee a safe learning environment in our school. The principal may deny a person the right to visit. All individuals coming into our school must report to the main office and record their presence. A visitor's pass will be issued to them providing access to only the cleared destination. Staff members will not hesitate to approach any stranger for the purpose of verifying the visitor's status and seeking to see his/her pass.

Communication is essential between parents and teachers. This communication must occur during a mutually convenient time established in advance of the meeting. The privacy and full attention that parents/guardians deserve is more easily provided with an agreed-upon meeting time. Stopping by a classroom to discuss your child while a teacher is responsible for supervision of students may jeopardize the safety of the other students. If a parent is dropping off forgotten items to his/her child at the school, they will be left in the main office for a staff member to deliver.

Loiterers are to be asked by individual teachers/staff to leave the building immediately. If you see any suspicious actions by people loitering near the school property before, during, or after school, please notify the front office immediately. Since it may pertain to the safety and welfare of the children and staff, it is essential that we all assume this responsibility.

Only staff members are permitted in the cafeteria during lunch periods.

E. SMOKE FREE ENVIRONMENT

In accordance with several laws, including the Goals 2000 Educate America Act Section 1043, the Clean Indoor Air Act, the New York State Public Health Law Section 1399-0, and the Education Law Section 409, tobacco use by any student, employee, or other individual on school property boundaries, and in vehicles is prohibited.

F. PESTICIDE APPLICATION

A letter about pesticide application is sent home with students each September. Parent/guardians may elect to be on a 48-hour prior notification of pesticide applications list by indicating such on the form sent home in September. Any questions or concerns should be directed to David Downes, Director of Facilities, (845) 463-7800.

V. HEALTH SERVICES

The Health Office is located in the kindergarten wing of the building. It is staffed by one full-time registered nurse. Among the services provided in the health office are:

- First-aid care to students who are injured or ill while under school supervision;
- New York State mandated screenings for height, weight, vision and hearing;
- Health record maintenance for each student;
- Health examinations conducted by the school physician or their designee;
- Monitoring immunizations as per New York State Regulations; and
- Assisting the Dutchess County Department of Health as necessary to monitor for communicable diseases and implement any recommendations per their department.

A. MEDICATION IN SCHOOLS

If it is necessary for students to have medication during the school day certain procedures must be followed:

1. The nurse cannot administer medication unless there is a written order (prescription) from a doctor and a written request from a parent. The provider's order must contain the following information:
 - Name of student/patient
 - Name of the medication
 - Reason for giving the medicine
 - Dosage/time of day to administer
 - Number of days to administer
 - Doctor contact information
2. The medication must be in the original pharmacy container and brought to the health office by an adult per district policy.

B. ILLNESS

The function of the school nurse is **not** to diagnose or treat the sick child. The school nurse may only administer first aid/emergency care. A child displaying any of the following symptoms should remain home:

- Fever in the past 24 hours
- Vomiting in the past 24 hours
- Diarrhea in the past 24 hours
- Chills
- Sore throat
- Strep Throat (must have been taking an antibiotic for at least 24 hours before returning to school)
- Bad cold, with a *very runny nose* or *bad cough*, especially if it has kept the child awake at night
- Head lice – until your child has been treated according to the nurse or doctor’s instructions
- Pink-eye (must have been taking antibiotic eye drops for 24 hours before returning to school)

C. CAST AND/OR CRUTCHES

Before a student returns to school wearing a cast or using crutches, the parent/guardian should obtain a note from the physician stating the diagnosis and include a statement that the student may attend school. Parents/guardians should contact the health office prior to the day the student will return to discuss adjustment to the student’s program.

D. EARLY DISMISSAL DUE TO ILLNESS

Should a child need to be sent home before 2:45 PM due to illness, students will need to be picked up promptly. If there are any changes to parent/guardian or local emergency contact information, please notify the school in writing right away. Emergency contacts will need to provide the school with a photo ID when picking up students.

E. SCHOOL PHYSICALS

Education Law and Regulations require physical examinations of children when they register in the school district for the first time and when they are in grades K and 2.

F. IMMUNIZATIONS

NYS Public Health Law, Section 2164, requires the following immunizations for a child to enter school: 4 doses Diphtheria, 3 doses Polio, 2 doses Measles, 1 dose Mumps, 1 dose Rubella (can be given as MMR), 3 doses Hepatitis B, and 2 doses of Varicella (Chicken Pox). Immunizations may be obtained from your private physician/healthcare provider or from the Dutchess County Health Department.

G. PHYSICAL EDUCATION EXCUSES

A parent/guardian’s note requesting a physical education excuse will be honored for the first day. Extended excuses require a doctor’s note and clearance from the district medical director may be necessary.

H. ALLERGIES

Any class with a student with a food allergy will receive a letter indicating the allergen(s). Parents for all students are to comply with the written request to not send in everyday snacks or party food with the said allergen(s). We are not able to verify the ingredients or possibility of cross contamination of homemade food. In that event, a child will be offered an item from their individual snack box, if one has been provided.

VI. LEGAL

A. EQUAL OPPORTUNITY

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal education regardless of race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, extracurricular activities, or other school resources.

District parents with disabilities will be afforded an equal opportunity to participate in the services, programs, and activities of the district, particularly those that are designed for parental involvement and are directly related to their child's academic and/or disciplinary progress (parent/teacher conferences and/or meetings with other school personnel).

B. CUSTODY

Nassau Elementary School will provide access to student(s) and/or record(s) in a manner consistent with the provisions of the Family Educational Rights and Privacy Act (FERPA), terms of any relevant court order(s), or the terms of any other legally binding instrument filed with the school. It is the responsibility of the parent/guardian to provide the school with the most up-to-date order.

C. REPORTING CHILD ABUSE

According to New York State Law, school personnel must report to Child Protective Services suspected non-accidental injury, sexual molestation, abuse, and neglect.

D. VIOLATIONS OF THE LAW

The Superintendent, building principal, or his/her designee shall notify the Town of Poughkeepsie Police Department and report all code violations that constitute a crime (misdemeanor or felony) under New York State Law.

E. SEXUAL HARASSMENT OF STUDENT

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 sexual harassment. Sexual harassment is unwelcome conduct of a sexual nature, including but not limited to, inappropriate touching, verbal comments, sexual name calling, spreading sexual rumors, gestures, and jokes.

Sexual harassment is a form of sex discrimination. Any student who believes that he or she has been subjected to sexual harassment should report the alleged misconduct immediately to the principal who will contact appropriate individuals to begin an investigation.

VII. SCHOOL PROGRAMS

A. HONEY BEE EXTENDED DAY PROGRAM

The Honey Bee Child Care operates a before/after-school program at both Hagan and Nassau Elementary Schools for Spackenkill students in grades K-5. The program operates from 7:00 to 8:25 AM and from 2:45 to 6:00 PM. If you are interested in arranging bus transportation for your child/children from Hagan to Nassau contact the Transportation Office at (845) 463-7800.

Honey Bee Child Care exists to provide a safe, warm, caring and nurturing environment for school age children. Their focus is to provide high quality affordable before and after school care and programming to families in Spackenkill. Their daily schedule includes developmentally awarding Spark (active recreation curriculum), arts and crafts, board games, drama, homework assistance, healthy snacks, sports, literacy and language, free time, girls club, boys club, and indoor/outdoor recreation. For more information call Honey Bee's main office at (845) 214-0402.

B. BOOK CLUB

Book Club is open to students of all reading abilities in second grade. Parents/guardians are responsible for transportation (if held before or after school hours) and obtaining the selected books. Some benefits of being a Nassau Book Club member include: development of discussion skills in a friendly environment, creative activities connected to the book, and sharing the love of books with friends.

C. COMPUTER CLUB

Computer Club is open to all second grade students. The club provides a setting where children are encouraged to work together to design, create and try new things using iPads. The setting is informal, and the direction of the club is driven by student interest. Students are encouraged to learn from and share with each other.

D. EXTRA CURRICULAR

Nassau Elementary School offers outside extra curricular activities. The activities can promote lifelong skills such as building relationships, communication among peers, and a host of other skills. These programs are held at our school, but not affiliated with nor endorsed in any way by the Spackenkill School District.

VIII. PARENT INVOLVEMENT

A. VOLUNTEERS

Volunteers are a strong and visible part of Nassau Elementary School. They bring unique experiences and talents to share with students and staff. Volunteers provide opportunities for enriched instruction and help to broaden community awareness and support of the school. There are many opportunities for volunteering in the school, through your child's teacher as well as within organized events sponsored by the PTA. Volunteer commitments may be for a single event or for ongoing projects, such as working in a classroom with a small group of students.

We ask that you contact your child's teacher or the PTA if you are interested in volunteering at Nassau. The Board of Education will approve lists of volunteers, upon review and submission by the building principal.

Please remember that volunteers and all visitors must register at the office when they enter and leave the building. You will be asked to show your ID and then receive a badge that must be displayed. These practices are for safety purposes.

B. STAFF TELEPHONE CALLS

You may contact the principal, the nurse, or teachers by calling Nassau's main office, at (845) 463-7843. If staff members are not available, office personnel will take messages and efforts will be made to return calls at their earliest convenience. Calls regarding your child's progress and daily concerns should be directed to the classroom teacher. Building questions should be referred to the principal.

C. PARENT TEACHER ASSOCIATION

At Spackenkill, we have an elementary PTA representing the K-5 students at Nassau and Hagan Elementary Schools. Whether the PTA is raising money or presenting helpful information through guest speakers and parent training, the educational welfare of the children is always a top priority. Some of the activities and awards supported by PTA fundraising include Reflections, Field Day, Staff Appreciation week, and Parents as Reading Partners (PARP).

The Parent Teacher Association invites all families to become members of the PTA during their fall membership drive. For more information, contact either the Nassau main office at (845) 463-7843.

D. SITE-BASED TEAM

Each school building has a Site-Based Management Team. Site-Based Management provides opportunities for parents, teachers, support service providers, and the principal to develop goals that improve the learning environment for the students.

The Site-Based Team values input and encourages parents to contact the parent members. There is a site-based team mailbox in the school office where you may leave questions or suggestions for the parent members.

Our district encourages each of its constituencies to nominate members who will serve on the team for two years. The PTA selects parent members to participate on this shared decision-making team.

E. ROOM PARENTS

Each September several parents from each classroom volunteer to be room parents for the school year. These volunteers cooperatively plan, with the classroom teacher, the three annual parties and assist with other special events. A room parent meeting hosted by the PTA is held in September to provide further details.

F. SCHOOL PARTIES

Nassau Elementary School has three school-wide parties that take place. They are on Halloween, in December before winter break, and on Valentine's Day. The room parents consult with classroom teachers and organize the party. It is our practice to have ONE BAKED treat, ONE fruit, and ONE drink for each classroom. Parents must coordinate via the room parent and teacher to fit these criteria. In order to keep our students healthy, any additional food or goods brought in will not be served. GOODIE BAGS ARE NOT ALLOWED. We encourage activities where children can practice socializing, playing games or engaging in other fun activities.

G. BIRTHDAY PARTIES & OTHER CELEBRATIONS

If you would like your child to celebrate his/her birthday in school, you must contact the classroom teacher the week prior. A date and time for the celebration will be established along with a convenient time for the parent to drop off the treat. It is our practice to have ONE treat distributed to each child. If your child's class has an allergy alert, the ONE treat MUST comply with allergy alert. GOODIE BAGS ARE NOT ALLOWED. Foods from outside sources shall not be stored in the cafeteria/kitchen for refrigeration.

If you are having a birthday party outside of school for classmates, we ask that you do not distribute the invitations in school unless all classmates are invited to the party.

VII. MISCELLANEOUS

A. CENTRAL REGISTRATION

When registering a child for school the following items are required: drivers license, 2 proofs of residency, immunization records, physical examination, and one of the following; original birth certificate, passport, or baptismal certificate. Registrations are handled through our District Office, which is located on 15 Croft Road, Poughkeepsie, New York.

B. KINDERGARTEN REGISTRATION

Children in the Spackenkill Union Free School District attend a full-day kindergarten program. Dates for our spring registration are published on our website.

To be eligible to enter school, a child must be five years old on or before December 1st for the upcoming school year.

C. LOST AND FOUND

Parents should put their child's full name on all belongings. Lost articles are placed in a cubby in the cafeteria. Students and parents are encouraged to check frequently for missing items. Articles left in lost and found will be donated to a local charity.

D. CLASS PLACEMENT

The process of placing children in classes for the following school year begins in May and involves many meetings with grade level teachers and support staff, who decide where each child will be best suited academically, emotionally, and socially. Since the goal of these meetings is also to form classes consisting of the most teachable mix of students' learning needs, habits, and abilities, parent/guardian input is valued in relation to how you view your child as a learner. It is not intended to be an opportunity for a parent/guardian to request an assignment to a specific teacher, to the exclusion of the other considerations that the school should have. You may give input about your child's learning verbally to a teacher during a mutually arranged conference time or by completing a parent input form, which is available in the office, before May 1st.

E. ACCESS TO COMMUNICATION SERVICE FOR THE HEARING IMPAIRED

The Spackenkill Union Free School District provides access to communication services for students' parents who have hearing impairments, at their request, with ten calendar days notice. Please contact the building principal at 845-463-7843 to arrange for services.

PART 2: CURRICULUM, INSTRUCTION AND ASSESSMENT

Spackenkill schools have always worked toward providing an education appropriate for all children. As part of the district's mission statement we commit to empowering students to succeed in an ever-changing world. Coupled with that commitment, in June of 2011 the New York State Board of Regents adopted the Common Core Learning Standards for English Language Arts/Literacy and Mathematics (CCLS). These learning standards are bottom line benchmarks for what students need to be able to do at the end of each grade level in English language arts and literacy, and mathematics. They map backwards from identified college and career readiness skills and knowledge.

The district has developed curricula responsive to the mandates and recommendations from the New York State Education Department, the CCLS and New York State Standards, and national standards. We use instructional strategies that meet the needs of the individual child, enriching wherever possible and remediating whenever necessary. Early each fall we host a Curriculum Night to discuss the major areas of emphasis in English language arts and mathematics, as well as all the other subjects taught. Ultimately, it is the needs of our students, determined by both quantitative and qualitative data, which determine what we teach and how we teach it. Our assessment program is used to identify the needs of the students and drives the curriculum and instructional decisions made each day by teachers.

I. ENGLISH LANGUAGE ARTS

The New York State P-12 Common Core Learning Standards for English Language Arts and Literacy are comprised of standards in Reading, Writing, Language, Listening and Speaking, and Foundational Reading Skills (K-5 only). The two terms that best explain our method of addressing the CCLS for English Language Arts and Literacy are balanced and interdisciplinary.

A Balanced Literacy Approach: Using a variety of instructional strategies (ie. Read aloud, guided reading, interactive writing, etc.) teachers provide multiple opportunities for students to concurrently address Reading, Writing, Language, Listening and Speaking, and Foundational Reading Skills standards.

Interdisciplinary: In response to the CCLS and New York State recommendations, we balance our English Language Arts instruction with fiction and non-fiction topics. The source for our non-fiction topics are based largely on National and New York State standards in Science and Social Studies. We also use topics in the Arts, Physical Education, and Health.

Our teachers use a variety of resources to ensure student success in achieving the CCLS. Two of our hallmark resources include:

1. Scott Foresman Reading Street: This comprehensive resource builds content-area knowledge while emphasizing close reading with a focus on informative/explanatory, argumentative/opinion, and narrative writing.

Performance assessments are built into the program as is an integrated approach to build media and 21st century skills.

2. Fundations: a mandatory phonological/phonemic awareness, phonics and spelling program for grades K-3. Fundations uses a systematic and explicit multisensory approach to address the Foundational Reading Skills.

3. Other Resources: these include Preventing Academic Failure, Reading A-Z, Glass Analysis for Decoding, RazKids, and many others.

Additionally, we use Compass Learning and other online and software based technology such as Lexia and Starfall.

II. SCIENCE

The Spackenkill Elementary Schools have developed a science curriculum, instruction, and assessment program aligned to the New York State Learning Standards for Mathematics, Science, and Technology and in accordance with the New York State Elementary Science Core Curriculum Guidelines. We also allow the Next Generation Science Standards to influence our decisions about which content knowledge and skills we teach our students. Our program emphasizes a hands-on and minds-on approach to learning. The focus of our study is on teaching science for understanding through promoting the importance of relationships, processes, and mechanisms, and application of concepts. Our approach allows students to practice problem-solving skills, develop positive science attitudes, learn new science content, and increase their scientific literacy. There are process skills inherent in the Science Standards including scientific inquiry, how to systematize accessing, generating, processing and transferring information, and understanding the interconnectedness of common themes including systems thinking, models, magnitude and scale, equilibrium and stability, patterns of change, optimization, and interdisciplinary problem solving. Disciplinary ideas address four domains: the physical sciences; the life sciences; the earth and space sciences; and engineering, technology and applications of science.

Teachers use many diverse materials, scientific tools, texts, the Macmillan Science Program, and technology to help students develop the concepts and skills appropriate for each grade.

III. SOCIAL STUDIES

We follow the New York State recommended curriculum for Social Studies based on the New York State Learning Standards for Social Studies. There are five content areas for the standards including History of the United States and New York, World History, Geography, Economics, and Civics, Citizenship, and Government. Each grade level has a central theme.

Kindergarten: Self and Others

Grade One: My Family and Other Families, Now and Long Ago

Grade Two: My Community and Other United States Communities

Concepts taught include identity, change, culture, places and regions, needs and wants, interdependence, citizenship and civic life, government, human systems, scarcity, technology, civic values, decision making, environment and society, factors of production, and economic systems.

Teachers utilize the Harcourt Brace Social Studies Program, various texts, technology, and local resources for this curriculum.

IV. MATHEMATICS

The New York State P-12 Common Core Learning Standards for Mathematics and guidelines set by New York State are the foundation for our curriculum, instruction and assessment in mathematics.

There are major areas of work outlined in the standards that are the pillars of our curriculum, instruction and assessment for each grade level. Mathematics concepts are built in a coherent way so that conceptual understanding builds throughout the P-12 continuum. Common Core aligned mathematics is based on a balance of real-world application and fluency. There are key fluencies, identified by grade, that are practiced daily in each classroom.

Our hallmark program for mathematics is Houghton Mifflin Harcourt GO Math. This program, aligned with the CCLS, teaches conceptual understanding by progressing from the concrete, to the pictorial, to the abstract. There is a use of mathematical models and math discussion as required by the Practice Standards. A supplement to GO Math is TouchMath, a multisensory step-by-step program to provide support or enrichment for students.

V. GENERAL MUSIC

Our music curriculum is designed to develop a lifelong appreciation of music, to communicate thoughts, ideas, and emotions through music performance, listening and composition. During class, students are actively engaged in singing, movement, playing instruments, developing listening skills and music composition. In second grade, students learn beginning recorder fundamentals. Throughout our curriculum students learn about the elements of music; rhythm, melody, texture and form through hands on experience. Curriculum and assessments are aligned to the New York State Common Core Standards and the New York State Learning Standards for Music.

VI. ART

Art Students Are Engaged

Our elementary visual art program actively engages students in the processes of creating, presenting, responding and connecting through works of art. It provides the opportunity for students to explore and build the foundations for what it means to be an artistically

literate citizen in the 21st century. Students' learning is supported through the study of art resources and experimental play with materials and techniques. They interact with works of art learning to critically describe, analyze, interpret, and evaluate through the process of art criticism.

Art Students Create Meaning

Through artmaking, students create meaning and understanding, while developing artistic skills and behaviors such as observing, envisioning, stretching the limits of materials, and exploring ideas. They learn to engage and persist through challenges, develop craft, express what cannot be seen, reflect on practice, and understand and appreciate the diverse contributions of the arts and the many forms that art may take. All curriculum, instruction, and assessments are aligned with the New York State Learning Standards for the Arts, and the goals of our district.

Art Students are Proud of Their Works

All completed art works, lesson explanations, and student writing samples are published in our on-line gallery (with parent permission). Please visit the Spackenkill Elementary Schools Gallery at www.artsonia.com. Additional information may be found on the art teacher's web page on the Spackenkill Website.

Each year, every student has the opportunity to display their favorite work at the Spring District Art Show. This show is a culmination of the entire year's experiences in art. Students make individual choices about what they would like to display as their "best" work. In addition, large scale projects, group works, and sculptures are all on display.

VII. LIBRARY

We present children with skills to familiarize them with the organization of the library and the process of information retrieval. We provide foundational skills in the research process. We also encourage the appreciation and enjoyment of the various types of literature. Students begin to use strategies to locate books for independent reading at their own level. Each week students select books of their choice to bring home for the week. Borrowed books are due back the next time library is scheduled for their class. Books may be renewed for an additional week unless they are on hold.

VIII. PHYSICAL EDUCATION

Our physical education curriculum, instruction and assessment is aligned to both the New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences and the Common Core Learning Standards. The focus of physical education is the development of healthy lifestyles including movement knowledge and motor, social, and personal skills. It is expected that students will:

- enjoy and seek out physical activity;
- develop and maintain acceptable levels of physical fitness;

- develop a variety of basic movement and manipulative skills so they will experience success and feel comfortable during present and future physical activity pursuits; and
- develop the ability to get along with others in movement environments (e.g., share space and equipment, employ the golden rule of competition, “be a good sport”, and demonstrate cooperative behavior).

Students in grades K– 2 participate in physical education in their regular school clothes. Sneakers are required.

IX. HEALTH

Our health curriculum, instruction and assessment is aligned to both the New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences and the Common Core Learning Standards. The health curricula is delivered by both our classroom teachers and the physical education teachers. Community resource personnel have supported our instruction through the presentation of these programs.

1. The Personal Safety Program Presented by a representative from the Child Abuse Prevention Center Inc., of Dutchess County, the program consists of one lesson in each K – 2 classroom. The mission of this program is to reduce the incidence of child abuse and neglect by providing education and prevention techniques. The lessons empower children to say “No-Go-Tell” when necessary.
2. Guest speakers Various speakers have enhanced the presentation of the health curriculum in such areas as Fire Safety (Arlington Fire Department), Drug & Alcohol Abuse Prevention, and Halloween Safety (Town of Poughkeepsie Police Department).

X. TECHNOLOGY

Technology enhances student learning within our classrooms, as well as in the computer lab, through our access to computers, tablets, digital cameras, digital audio devices, and interactive whiteboards.

XI. K-2 ASSESSMENTS

Assessment of students' learning is conducted both formally and informally on a daily basis in classrooms. Assessments are formative and summative in nature and allow educators to identify areas of weakness for possible academic intervention, to identify areas of strength for possible enrichment, and to make necessary program adjustments. We use several formal assessments to support us in this endeavor. These include:

- **KINDERGARTEN SCREENING**

There are two assessments used during kindergarten screening. The first is the Early Screening Inventory, an individually administered instrument designed to address developmental, sensory, and behavioral concerns in the areas of visual motor/adaptive, language and cognition, and gross motor skills. The second is the

Fluharty-2, a preschool speech and language screening test which addresses articulation, receptive/expressive language, and composite language. It helps us to identify children whom need a complete speech and language evaluation.

- **NWEA MAP**

Measures of Academic Progress (MAP) by NWEA is a computer-based testing system that adapts to the child in real-time as the test progresses for a picture of learning achievement and readiness. In K – 2, the Primary MAP (with audio support) in reading and math is administered. For 2nd graders, the MAP (without audio) may be used. The MAP provides educators and parents with a RIT score and a Lexile level.

- **DEVELOPMENTAL READING ASSESSMENT (DRA)**

The Developmental Reading Assessment (DRA) provides information about students' frustrational, instructional, and independent reading levels. We typically begin administering the DRA in the spring for kindergarteners.

- **AIMSWEB**

AIMSweb assessments are administered to students enrolled in AIS. They provide instructional feedback on student learning as they respond to student needs in language arts and mathematics.

- **CHAPTER/UNIT/TEACHER-MADE TESTS**

These tests are used in all grades and classrooms. Their purpose is to progress monitor knowledge acquisition and skill development throughout the school year.

- **NYSITELL**

The Language Assessment Battery-Revised is a standards based measure of language proficiency designed specifically for non-native English speakers of English. It is required by the NY State Education department, and is only used for the initial identification of students as limited English proficient and thus their eligibility for a bilingual education or free-standing ESL program.

- **NYSESLAT**

The purpose of the NY State English as a Second Language Achievement Test is to measure the annual progress of English Language Learners (ELL/LEP students) in their development of proficiency in listening, speaking, reading and writing English. All students who receive ESL or bilingual education are required to take the NYSESLAT annually. The NYSESLAT is administered once in the spring of every school year.

- **APPR PRE- AND POST- ASSESSMENTS**

In accordance with the NYS Teacher APPR system, some courses have developed a post-assessment; some also administer a pre-assessment. At Nassau, Art, Music and Physical Education administer an assessment at the end of the year to measure content knowledge and skill development. Art also has a performance based pre assessment in the form of a drawing administered in September which is used as a baseline to measure student growth.

If a parent has any questions about these assessments, particularly the student's scores and what the scores signify, please see your child's teacher.

XII. REPORT CARDS

Understanding the need for a sense of partnership with parents in educating children, we make every effort to report academic progress. Report cards are issued four times a year. All parents are asked to have a conference with the teacher at the end of the first marking period. Three half days are set aside in November to allow for these conferences. Parents and/or teachers are encouraged to request additional conferences during the year if there are concerns.

XIII. HOMEWORK POLICY

We believe that homework for all elementary age students can and should be a productive part of their education. Teachers assign homework based on the understanding that:

- All children do not work at the same rate or with the same ease of understanding.
- Children have different needs and require different amounts of reinforcement.

Teachers will notify parents about procedures to be followed regarding homework completion and will make recommendations for the amount of time to be spent on homework assignments. If your child encounters difficulties completing the assigned homework, or if you have other questions or concerns regarding homework, please contact your child's teacher. Communication between home and school is encouraged to ensure that the homework experience is positive and productive for every child. Please visit your child's teacher's website for educational resources and websites that may supplement your child's homework assignments.

The following table offers a general guideline for homework expectations by grade level. Your child's teacher may provide you with more specific suggestions based on your child's individual needs.

Grades	Subject	Duration
K-2	Independent Reading	15-20 minutes
K	Sight Words	As needed (approximately 2-5 minutes)
K	Writing letters and numbers	As needed (approximately 2-5 minutes)
1-2	Foundations	5-10 minutes
K	Math Fluency	5 minutes (beginning mid-year)
1-2	Math	15-20 minutes

Please note that, with the exception of library books, a child may take home only those materials that are necessary to complete homework assignments.

If your child is absent from school, please make homework requests before 10:30 AM by contacting the main office at 845-463-7844.

XIV. FIELD TRIPS

Field trips are organized at various times throughout the school year. The purpose of field trips is to supplement and enrich the present curriculum. We expect our field trips to provide valuable educational and cultural experiences for our children. A parent/guardian's written permission is required for participation in all scheduled field trips. Students are transported to and from school by bus.

XV. RESPONSE TO INTERVENTION (RTI)

The Spackenkill Union Free School District provides a Response to Intervention Program that aligns with the Commissioner's Regulations. Our program includes classroom teachers, special area teachers, Academic Intervention Service (AIS) teachers, Special Education teachers, as well as School Psychologists, Social Workers, ESL, Speech, OT, PT, Nurse, School Counselors and the Principal. The purpose of RTI is to address students' needs in areas that can affect academic achievement, including, but not limited to, academic deficiencies. Decisions related to fluency, intensity, duration, and method of service are based upon individual student needs. It is expected that administrators, classroom teachers, support personnel, and parents will work collaboratively through the RTI process to make appropriate educational decisions for all students. All students are eligible for RTI review and services, including those with disabilities and/or limited English proficiency if they fail to meet the designated State performance standards or District approved benchmarks.

1. Academic Intervention Services (AIS)

Academic Intervention Services (AIS) are intended to supplement instruction provided by the general education teacher and assist students in meeting the NYS Common Core Learning Standards. This additional support is provided by utilizing a variety of strategies. Interventions are intended to assist students who are at risk of not achieving the NYS Common Core Standards in English Language Arts, Mathematics, and/or Science, or who are identified as not meeting

designated performance levels, or who have mitigating circumstances preventing achievement.

2. Special Education

A full range of special education services is available for students who require such services and accommodations to meet their educational needs. If you suspect that your child may have a disability that requires accommodations or special education services, talk to your child's teacher or the principal, or contact the district's Assistant Superintendent for Curriculum, Instruction, and Pupil Personnel Services at (845) 463-7808.

PART 3: BEHAVIOR

I. BEHAVIOR MANAGEMENT AND DISCIPLINE

Our philosophy around managing student behavior is centered on the notion that the more actively engaged students are in learning, the less apt they are to present with behavioral concerns. There are several practices teachers employ on a regular basis to ensure engaged students. These include:

- Making procedures and objectives clear to the students.
- Setting realistic and reasonable expectations, and explaining them to the children.
- Creating obtainable individual goals for students.
- Channeling students' energies toward the learning process.
- Utilizing positive reinforcement (rewarding good behavior) charts for individuals, small groups, and whole classes to encourage positive behavior.
- Awarding certificates signed by the teacher and parent.
- Setting up special classroom activities as a reward for good behavior.

If a behavioral problem persists, teachers reflect on the behavior and ask questions such as:

- What is causing behavior?
- When does it occur most often? Least often? With Whom? Where?
- Does it occur with some activities more than others?
- Is the behavior triggered by social or structural factors?
- Does the student “know” a better way of behaving?
- Would the student respond to a different style of interaction?
- Is a motivational system needed?
- Does the student need to develop new skills?

At Nassau, discipline is considered part of the learning process. Children learn to change behavioral patterns when people show they care and allow proper time for changes in attitudes. Our goal is to provide our students with a school-wide environment that promotes excellence in education, respect, and safety for self and others. Nassau's discipline practices align with the District Code of Conduct.

Partnership between school and home is vital to support student success at school. We can best support our students' academic, social and emotional growth through honest and open relationships with one another.

II. CODE OF CONDUCT

(Policy 5199, Last revised 4/11/16)

The Spackenkill Union Free School District Board of Education recognizes that students do not surrender their civil rights or in fact any right of citizenship or residence as they enter and pursue an education in our schools. The district further recognizes that students are not entitled to any special rights not enjoyed by all citizens or residents of a comparable age. Therefore, it is understood that necessary rules and regulations must be established to ensure the educational welfare of all students. It is the responsibility of all students to know and abide by all rules and regulations concerning student conduct. It is the responsibility of administrators and teachers to make sure that students meet and follow these rules and regulations and recognize these responsibilities as reasonable and fair.

All Spackenkill students, at all times, are representatives of the district. Therefore, students may be held accountable and disciplined for their conduct where the conduct bears a nexus to the safety, morals, health, or welfare of others. Students who are violent or disruptive (as those terms are defined in the New York Education Law and/or Rules and Regulations of the Commissioner of Education) or who engage in conduct that is disorderly; insubordinate; endangers the safety, morals, health, or welfare of the student or others; or damages property as indicated by, but not limited to, the examples below, may be subject to detention, removal from the classroom, or suspension from attendance upon instruction, transportation, participation in interscholastic athletic programs, or school functions, as set forth below. Students will be disciplined for:

- a. causing public inconvenience, annoyance, or alarm or recklessly creating a risk thereof;
- b. committing an act of violence upon a teacher, administrator, or other school employee;
- c. discriminating against others, which includes the use of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, creed, disability, sex, sexual orientation (which is defined as heterosexuality, homosexuality, bisexuality, or asexuality, whether actual or perceived), and/or gender (which includes a person's actual or perceived sex, as well as gender identity and expression) as a basis for treating another in a negative manner;
- d. bullying another student, which is generally the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyber bullying, as defined by the Dignity for All Students Act;
- e. committing, while on school district property, an act of violence upon another student or any other person;
- f. possessing, displaying, or threatening with while on school district property, what is or appears to be a gun, knife, explosive or incendiary device, or any other instrument capable of causing physical injury or death;

- g. knowingly and intentionally damaging or destroying school district property or the personal property of a teacher, administrator, other school district employee, student, or any person upon school district property;
- h. disrupting or interfering with the educational process or with the teacher's authority over the classroom;
- i. making unreasonable noise;
- j. using abusive or obscene, lewd, vulgar, or language or gestures;
- k. wearing attire that endangers or interferes with the physical health or safety of any person on school property, or conveys an obscene, lewd, vulgar, indecent, or plainly offensive message likely to cause a material and substantial disruption of school activities;
- l. disturbing any lawful assembly or meeting on school property;
- m. obstructing vehicles or pedestrian traffic;
- n. unauthorized and/or reckless driving on campus;
- o. failing to comply with the reasonable direction of a teacher, administrator, or other school employee;
- p. willfully disobeying the code of conduct;
- q. disrupting any school activity held on or off campus;
- r. possessing, consuming, selling, offering, manufacturing, distributing, or exchanging alcoholic beverages or illegal substances, which may or may not be labeled for human consumption; inappropriately using or sharing prescription and over-the-counter drugs; or being under the influence of either. Illegal substances include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any synthetic version thereof. Whether specifically illegal or not, substances designed and synthesized to mimic the intended effects and usages of illegal drugs are prohibited. Selling or attempting to sell, using, or possessing drug paraphernalia is prohibited;
- s. engaging in lewd behavior or selling, using, or possessing obscene, lewd, vulgar, or plainly offensive materials;
- t. gambling;
- u. violating the civil rights of other students;
- v. stealing;

- w. extorting;
- x. forging;
- y. hazing;
- z. vandalism;
- aa. entering without authorization on school property, including but not limited to school grounds, buildings, classrooms, and vehicles, during or after school hours;
- bb. arson or attempting arson;
- cc. lateness for, missing, or leaving school or class without permission or excuse;
- dd. cheating, or permitting others to cheat, on tests or other assignments;
- ee. intentionally plagiarizing;
- ff. violating any Board policies, rules, or regulations;
- gg. engaging in conduct for which criminal sanctions and penalties may be imposed under state, federal, or local laws.

Range of Penalties:

- a. verbal warnings;
- b. written notification to parents or legal guardian;
- c. counseling;
- d. reprimand;
- e. probation;
- f. detention;
- g. time out;
- h. special assignments;
- i. suspension from transportation;
- j. suspension from athletic participation;
- k. suspension from social and extracurricular activities;
- l. suspension of privileges;
- m. removal from the classroom;
- n. authorizations revoked;
- o. in-school suspension;
- p. out-of-school suspension — up to five (5) days;
- q. out-of-school suspension — exceeding five (5) days after Superintendent’s Hearing;
- r. referral to local law enforcement officials

Note: Depending upon the nature of the violation and the student's prior record, student

discipline shall be progressive from lighter to more severe punishment. This does not mean that students with different discipline histories or students involved in different violations cannot receive the same penalty. With regard to students with a disability, no penalty may result in a change of placement without a manifestation determination meeting.

Repeatedly disruptive students and violent students will be subject to an out-of-school suspension no less than three (3) days, subject to modification on a case-by-case basis based on the particular circumstances present.

Initiation of a Student Disciplinary Proceeding

Any teacher, administrator, student, or school district personnel must report a violation of the disciplinary code to the building principal. The principal or his or her designee shall investigate the charges as he/she deems appropriate and institute an informal or formal hearing. A referral to the Committee on Special Education may be made as he/she deems necessary.

The building principal, or acting principal in the event the building principal is absent from school, and Superintendent of Schools are lawfully charged with the authority to suspend students for a period not to exceed five (5) school days in accordance with Section 3214 of the Education Law. For students who are suspended for up to five (5) school days, the person(s) in parental relationship to the student shall be notified in accordance with Part 100.2 of the Regulations of the Commissioner of Education and Section 3214 of the Education Law.

Suspension in excess of five (5) days shall require a Superintendent's Hearing in accordance with due process procedures prescribed by Education Law.

Process for Removal

1. If the student **does** present a danger or an ongoing threat of disruption to the academic process, removal can be immediate, but the teacher must provide the removed student an opportunity to present his/her version of the events within 24 hours of removal.
2. Notification within 24 hours of removal: Parents must be notified by the principal of the removal and the reasons for removal.
3. Informal conference: If the student denies the charge, an opportunity for an informal hearing must take place with the parents, teacher, and principal within 48 hours of the removal.
4. Principal's determination: The principal must make a determination by the close of business on the day following the informal conference to either uphold or reverse the determination (the determination can only be reversed if the findings lacks substantial evidence, is inconsistent with the Code of Conduct, a violation of law, or if the conduct warrants suspension). The principal may designate a school district administrator (e.g., an assistant principal) to carry out the principal's functions in this regard. No pupil removed by a teacher may return until: (a) the principal or designee makes a final determination or (b) the period of removal expires, whichever is less.

In the event of teacher removal of a disruptive student in accordance with this Code of Conduct, continued educational programming will be provided during the period of removal as soon as practical. The type of continued educational programming will vary depending upon the student's individual needs, but may consist of, for example, study hall, in-school suspension support, or other instruction as determined by the principal.

Maintenance of Public Order

These rules and procedures hereby adopted by the Board of Education shall govern the conduct of students, teachers and other school personnel, licensees, invitees, and other authorized visitors while on school property or at school functions.

Disciplinary Procedure

- a. The Superintendent, building principal, or his/her designee shall inform any licensee or invitee who violates any provisions of these rules that his/her license or invitation is withdrawn and shall direct him/her to leave the school grounds or other property of the district. In the event of his/her failure or refusal to do so, or in the case of a trespasser or other unauthorized visitor, such designee shall cause his/her ejection from such school grounds or property.
- b. In the case of a student, charges for violation of any of these rules shall be presented and shall be heard and determined in the manner established by any applicable state and/or federal law or regulation and the Code of Student Conduct and Discipline for the disposition of such charges.
- c. In the case of a teacher or administrator having a probationary or permanent appointment, charges of misconduct in violation of these rules shall be made, heard, and determined in accordance with the procedures authorized pursuant to the Education Law and the terms and conditions of the applicable collective bargaining agreement.
- d. In the case of any staff member who holds a position in the classified civil service, described in Section 75 of the Civil Service Law, charges of misconduct in violation of these rules shall be made, heard, and determined as prescribed in the Civil Service Law and the terms and conditions of the applicable collective bargaining agreement.
- e. Any other staff member who violates any provision of these rules may be disciplined, up to and including termination, consistent with the terms and conditions of the applicable collective bargaining agreement, if any, and under such laws as may apply.

Enforcement Program

- a. The Superintendent, building principal, or a designee shall be responsible for the enforcement of these rules.

- b. In the case of any apparent violation of these rules, which, in the judgment of the Superintendent, building principal, or a designee does not pose any immediate threat of injury to person or property, such designee may make reasonable effort to learn the cause of the conduct in question and to provide counseling. Warnings will be given to such persons of the consequences of persistence in the prohibited conduct.
- c. In any case where violation of these rules does not cease, the Superintendent, building principal, or a designee shall cause the ejection of the violator from any premises and shall initiate disciplinary action.
- d. The Superintendent, building administrator, or a designee may apply to the appropriate law enforcement officials for any aid that he/she deems necessary in causing the ejection of any violator of these rules and he/she may request school district counsel to apply to any court of appropriate jurisdiction for any injunction to restrain the violation or threatened violation of these rules.
- e. The Superintendent, building principal, or his/her designee shall notify the Town of Poughkeepsie Police Department and report all code violations that constitute a crime (misdemeanor or felony) under New York State Law.

All Code of Conduct violations that also constitute violations of applicable criminal codes (except those that substantially affect the order or security of the school)* will be handled pursuant to the following procedure:

- a. The Superintendent, building principal, or his/her designee shall conduct an investigation of the incident.
- b. The Superintendent, building principal, or his/her designee shall, after consulting with the district's attorneys, if appropriate, make a determination of whether the Town of Poughkeepsie Police Department and the SRO should be notified of the incident.
- c. If the incident is reported to the police department, the notification will include a request that police immediately begin an investigation into the criminal code violation.
- d. After the consultation with the appropriate law enforcement agency, district officials will, to the extent practical under the circumstances and as otherwise consistent with applicable laws, assist the police in their investigation, including, but not limited to, filing a criminal complaint or supporting a deposition.

* Those conducts that substantially affect the order or security of the school must be reported to the Town of Poughkeepsie Police Department immediately or as soon as practical and safe.

Non-Discrimination and Anti-Harassment in the School District

The Board of Education recognizes its responsibility to provide an environment that is free of harassment and discriminatory conduct as required by federal and state law.

The Board prohibits all forms of discrimination and harassment on the basis of the protected classes described below by employees, school volunteers, students, and non-employees, such as contractors and vendors, as well as any third parties who are participating in, observing, or otherwise engaging in activities subject to the supervision and control of the district.

For employees the Board prohibits and condemns all forms of discrimination and harassment on the basis of the following protected classes: race, color, religion, creed, national origin, political affiliation, sex, sexual orientation (which is defined as heterosexuality, homosexuality, bisexuality, or asexuality, whether actual or perceived), age, marital status, military status, veteran status, disability, predisposing genetic characteristics, genetic information, use of a recognized guide dog, hearing dog or service dog, or domestic violence victim status.

For students, the Board prohibits and condemns all forms of discrimination and harassment on the basis of the following protected classes: actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, creed, disability, sex, sexual orientation (which is defined as heterosexuality, homosexuality, bisexuality, or asexuality, whether actual or perceived), and/or gender (which includes a person's actual or perceived sex, as well as gender identity and expression).

The Board also prohibits harassment based on an individual's opposition to discrimination or participation in a related investigation or complaint proceeding under the anti-discrimination statutes. This policy of non-discrimination and anti-harassment will be enforced on school district premises and in school buildings; and at all school-sponsored events, programs, and activities, including those that take place at locations off school premises and in another state.

It is intended that this policy apply to the dealings between or among employees with employees, employees with students, students with students, employees/students with vendors/contractors and others who do business with the school district, as well as school volunteers, visitors, guests, and other third parties.

Harassment (including cyberbullying, which means harassment/bullying through any means of electronic communication) shall mean any communication (verbal, written, electronic, or graphic) and/or physical conduct based on the aforementioned protected classes and that:

- a. has the purpose or effect of substantially or unreasonably interfering with an individual's work performance or is used as a basis for employment decisions (including terms and conditions of employment affecting such individual) and/or creates an intimidating, hostile, or offensive work environment;

- b. has the purpose or effect of substantially or unreasonably interfering with a student's academic performance or participation in an educational or extracurricular activity; or creates an intimidating, hostile, or offensive learning environment; and/or effectively bars the student's access to an educational opportunity or benefit;
- c. otherwise adversely affects the employment and/or educational opportunities and benefits provided by the district.

Civil Rights Compliance Officer (Title IX/Section 504/ADA Compliance Officer)

The Civil Rights Compliance Officer(s) shall be appointed by the Board and shall be responsible for providing information, including complaint procedures, and for handling complaints relative to civil rights (e.g., Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990) for any student, parent, employee, or employment applicant.

Prior to the beginning of each school year, the district shall issue an appropriate public announcement that advises students, parents/guardian, employees, and the general public of the district's established grievance procedures for resolving complaints of discrimination based on sex or disability. Included in such announcement will be the name(s), address(es), and telephone number(s) of the Civil Rights Compliance Officer(s).

The Civil Rights Compliance Officer(s) shall also be responsible for handling complaints and grievances regarding discrimination based on the aforementioned protected classes.

Development and Dissemination of Administrative Regulations

A procedure exists for reporting, investigating, and remedying allegations of discrimination and harassment based on the characteristics described above.

The Superintendent/designee(s) will discuss the topic of discrimination and harassment with all employees and students, express the district's condemnation of such conduct, and explain the sanctions for such conduct. Appropriate training and/or "awareness" programs will be established for staff and students to help ensure knowledge of, and sensitivity to, the issues pertaining to discrimination and harassment in the schools; and to enable employees to prevent and respond to discrimination and harassment.

Training will be provided for designated supervisors and managerial employees, as may be necessary, for the investigation of discrimination and harassment complaints. At least one staff member at every school will be trained to handle human relations.

The district's policy and regulations on non-discrimination and anti-harassment will be published in appropriate school publications (such as teacher/employee handbooks, student handbooks, and/or school calendars) and will be posted on the district's website. It is the intent of the district that all such policies and/or regulations be read consistently to provide the highest level of protection from unlawful discrimination in the provision of

employment/educational services and opportunities.

Discipline of students classified as having, or suspected of having, a disability will occur in accordance with the IDEA and/or Section 504 of the Rehabilitation Act of 1973, as applicable.

Disciplinary Procedures for Students Suspected of and/or Previously Identified as Having a Disability

A student's placement can be changed if:

- a. a student violates the school's discipline code.
- b. a student brings a weapon to school or to a school activity;
- c. a student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance (including synthetic cannabinoids and synthetic phenethylamines) while at school or at a school activity.
- d. the school may change a student's placement to an interim alternative educational setting for up to forty-five (45) school days in case of possession of drugs or weapons or upon a finding of "dangerousness" by a court or impartial hearing office. The school may suspend a student for not more than ten (10) school days in a school year to the same extent as a student without a disability. The Committee on Special Education (CSE) will decide the nature of the setting.
- e. the school district seeks an order from an impartial hearing officer (IHO) or a court to change a student's educational placement to an interim alternative educational setting for up to forty-five (45) calendar days if there is substantial evidence that a student or others are likely to be injured if a student stays in the current placement. The IHO will decide the nature of the setting.
- f. after the time spent in an interim alternative education setting, the school district requests an IHO to order another placement or the student's parent/guardian and the district agree to another placement.
- g. the interim alternative setting is challenged before an IHO, the student's pendency placement remains the interim alternative educational setting until the duration of the interim alternative educational setting expires.
- h. the family, guardian, and/or student and the school district agrees to a change of program or placement.

Disciplinary change in placement

- a. If the district seeks suspension for more than ten (10) consecutive days or if there exists a pattern of suspension of more than ten (10) days in the aggregate, which

(because of their length and proximity, as well as the overall number of days suspended) would constitute a change in placement, a CSE will be convened. This meeting will be to:

- decide whether the student's behavior that led to the disciplinary action is related to his/her disability (also called a manifestation determination);
 - review or develop a behavioral intervention plan to address the student's behavior.
- b. If the CSE decides that the behavior is related to a student's disability, no further disciplinary action will be taken.
- c. If the CSE decides that the behavior is not related to a student's disability, the school may discipline the student for that behavior as they would any other student in the school, but must continue to provide FAPE and IEP services.

Parents, guardians, and students have the right:

- a. to be notified of the proposed disciplinary action and to have alternate instruction for a student in accordance with Section 3214 of the Education Law;
- b. to continue FAPE and IEP services for a student during any period of discipline that exceeds ten (10) days;
- c. to mediation or an impartial hearing if they disagree with the CSE's manifestation determination or placement recommendation;
- d. to an expedited hearing to challenge a CSE decision that a student's behavior was not a manifestation of his/her disability.

Referrals to Outside Agencies

When a student who is at least fourteen (14) years of age is suspended for possession on school property of a gun, knife, explosive or incendiary device, or other dangerous instrument capable of causing physical injury or death, the Superintendent of Schools will refer such student to the appropriate local law enforcement officials. The Superintendent of Schools will refer such student to the Dutchess County Attorney's Office for filing of a juvenile delinquency proceeding consistent with the provisions of Article 3 of the Family Court Act.

When a student who is suspended for knowingly possessing an illegal drug on school property, or does not attend school in accordance with the provisions of part one of Article 65 of the Education Law, or is otherwise incorrigible, ungovernable, or habitually disobedient, and beyond the lawful control of school officials, he/she may be subject to the filing of a person in need of supervision proceeding consistent with the provisions of Article 7 of the Family Court Act. A student with a disability may, in appropriate

circumstances, be subject to the filing of a person in need of supervision proceeding consistent with the provisions of Article 7 of the Family Court Act, provided that the purpose for filing such a proceeding is not to seek a change in placement of the student, unless the district's Committee on Special Education (CSE) has recommended that a person in need of supervision proceeding be instituted.

Reporting Incidents of Harassment, Discrimination, and Bullying

The Board of Education will not tolerate harassment, discrimination, and/or bullying.

To report discrimination and harassment: contact the district's Civil Rights Compliance Officers, Lori Mulford (845-463-7800) and Steven Malkischer (845-463-7810).

To report an incident of bullying, contact the building's Dignity Act Coordinator or fill out the appropriate form found either in each of the school's main offices or on the homepage of the district's website. That form will be forwarded to the appropriate people for action.

- Spackenkill High School: 463-7810
Joann Klein, joann.klein@sufsdny.org
- Todd Middle School: 463-7830
Kate Casucci, kate.casucci@sufsdny.org
- Hagan Elementary School: 463-7840
Joanne Shaffer, joanne.shaffer@sufsdny.org
- Nassau Elementary School: 463-7843
Tracie Phillips, tracie.phillips@sufsdny.org

Roles of Stakeholders Implementing Appropriate Conduct on School Property

All stakeholders should assist students in maintaining a safe, supportive school environment, a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, creed, disability, sex, sexual orientation (which is defined as heterosexuality, homosexuality, bisexuality, or asexuality, whether actual or perceived), and/or gender (which includes a person's actual or perceived sex, as well as gender identity and expression), which will strengthen students' self-concept and promote confidence to learn.

All teachers and non-instructional staff, including coaches, teacher assistants, monitors, cafeteria staff, bus drivers, maintenance personnel, and office staff, shall familiarize themselves with the Code of Conduct and The Dignity for All Students Act. Administrators should review and familiarize themselves with their obligations under this Code, including their role in enforcing the Code in a manner that will protect the safety and well-being of the various populations of the school while respecting individual rights. Administrators must conduct the Code's effectiveness, fairness, and consistency of its

implementation at least annually.

Dignity Act coordinators should oversee bullying prevention measures and address issues surrounding bullying in their buildings.

Parents should recognize that education is a joint responsibility of parents and the school community and should familiarize themselves with the Code.

Procedures for Early Identification and Resolution of Disciplinary Problems

The following procedure shall be employed to ensure that reasonable efforts are applied to early intervention in cases involving disciplinary problems.

New Entrant Screening

This procedure involves teachers, administrators, and/or guidance counselors, psychologists, nurses, speech therapists, parents, and other appropriate personnel. Previous academic/social adjustments and physical examination records will be reviewed. Where indicated, school social workers will conduct a social history study of the child. The principal will ensure that all new students are so screened.

Response to Intervention Team

This team includes teachers, administrators, parents, psychologists, social workers, school nurse, guidance counselors, and other specialists as needed. The RTI team will review all records pertaining to any case and will make recommendations to the classroom teacher for program modifications or for further referral. This may include, but not be limited to, referral to appropriate outside human service agencies.

Committee on Special Education (CSE)

The Committee on Special Education, acting upon the referral of a teacher/administrator, will gain the cooperation of the parent, provide necessary testing data, and will convene a meeting to determine the least restrictive educational placement for each child referred to it. This placement could be at a local school level with little program modification, a self-contained special education class or, in serious cases, in institutional/residential settings. In appropriate circumstances, the CSE may refer the student to appropriate, outside human service agencies.

It shall be the responsibility of the Chairperson of the CSE to assure the Superintendent that students with disabilities are placed in appropriate educational programs. If the student's conduct becomes disruptive to the point that it interferes with the reasonable right of other students, the CSE shall modify the student's individual educational plan to ensure that the student continues to receive proper instruction without obstructing the rights of other students.

Classroom and Building Instructional Personnel

Nothing in the foregoing procedure shall prevent the classroom teacher(s) or building

principal(s) from taking whatever other steps they deem necessary, which lies within their responsibilities, for the early identification and resolution of disciplinary problems. This may include, but not be limited to, referral to appropriate, outside human service agencies. Their sound professional understanding of child and adolescent behavior and development is a key to effective resolutions of behavioral problems.

Alternative Educational Programs Appropriate to Individual Student Needs

The Spackenkill Union Free School District Board of Education recognizes that students have special needs that must be met. The following is a list of alternative educational programs that can promote student accomplishment in ways other than the traditional classroom:

- a. math, science, social studies, reading and writing remedial assistance at all appropriate grade levels at all schools;
- b. extended resources — Committee on Special Education, i.e., resource room;
- c. BOCES — self-contained special education programs;
- d. BOCES — occupational high school programs;
- e. Advanced Placement and Honors Programs — high school;
- f. Bridge Programs — high school/college cooperative courses leading to undergraduate credit;
- g. other programs deemed by the school to meet the individual needs of a student.

Guidelines and Programs for In-Service Educational Program to Ensure Effective Implementation of School District Policy on School Conduct and Discipline

- a. Each school principal shall review the policy on the Code of Conduct before the opening of each school year, with the entire teaching and non-teaching staff of each school.
- b. A copy of the Code of Conduct shall be posted in each school office and each faculty room for reference.
- c. A copy of the Code of Conduct shall be given to each teacher yearly either in the teacher's handbook or in flyer format and is available on the district's website.
- d. The Code of Conduct shall be included in the student handbook for all students yearly.
- e. Classroom/homeroom teachers in grades K - 8 will review the Code of Conduct once yearly with all students on an appropriate level.

- f. High school class orientation will include yearly review of the Code of Conduct.
- g. A summary of the Code of Conduct shall be distributed to all students at a general assembly held at the beginning of the school year in each school building within the district.
- h. Copies of the Code of Conduct will be made available to persons in parental relation to students at the beginning of each school year and they will be required to sign that they have received it.
- i. Copies of the Code of Conduct shall be posted on the district website to ensure community awareness of its provisions; a hard copy will be mailed to any individual who requests it.
- j. Copies of the Code of Conduct will be distributed to all non-school organizations that apply to use school district facilities pursuant to the district's policy and procedures governing the use of facilities pursuant to Section 414 of the Education Law.
- k. Copies of the Code of Conduct will be provided to all vendors that must enter upon school district property. A provision will be included in all school district contracts whereby the vendor acknowledges having received a copy of the Code of Conduct.

III. USE OF COMPUTERS AND NETWORKED INFORMATION RESOURCES

Spackenkill Union Free School District (SUFSD) has high-speed access to the Internet for the use of the entire school community of students and staff for legitimate academic, instructional, research and administrative purposes. All staff and students are granted free and equal access to the network and Internet resources. All users, including board members, are given access to a district managed email account. This email account is the only one that should be used for district related matters.

SUFSD encourages computer network use as an integral part of the curriculum. The network will enhance the educational experience and provide local, state, national and global communication opportunities for staff and students.

Our District will: Provide a safe environment for students

Faculty and Staff will: Exhibit positive behaviors, literate practices and provide guidance and instruction

Students will: Use technology productively and for appropriate educational purposes

Each student or staff member who wishes to use the various schools' networks must first sign a user agreement in order to establish a user ID account. In the case of students, the student's parent or legal guardian must also sign the user agreement. This must be done each year.

Technology protection measures (i.e., filtering software) have been installed on networked computers with access to the Internet to protect against user access to images and materials that are obscene. When access is needed for bona fide research or other lawful purposes, these technology protection measures may be disabled.

The use of school computers, software, network resources and/or the Internet for non-educational purposes such as for profit activity, personal business or illegal activity is prohibited. The District is not responsible for any financial obligation that may arise from a user's unauthorized use of the technology.

Users acknowledge that in the course of using the Internet, there may occur interruptions in service beyond the control of the District, which can result in the loss of data, information or files. The District disclaims any and all responsibility for loss of data, information or files, caused by such service interruptions.

Users may not damage, tamper with or hack into any computers, computer systems, or networks that are accessible over the District's computer network, or any District folders, files or work.

Users may not post, send, transmit, publish, download, upload, copy, print or otherwise disseminate information containing any advertising or solicitation of other members to

use goods and services that are not for school-related purposes.

Anyone identifying a security problem on the Internet must notify a network administrator or administrator immediately.

Users possess no reasonable expectation of privacy. All activities on school computers and/or network are subject to unlimited access by the network administrator and school officials.

Users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to: being polite, not being abusive in messages to others, and using appropriate language in the school context.

Users are legally required to respect all copyright laws regarding software and acknowledgement of authoring.

Any account user who, after due process has been afforded, is determined to have violated this policy or our Administrative Procedure may have his/her user account suspended and/or revoked. Also, a breach of the terms may result in disciplinary action consistent with applicable laws and regulations, the Student Code of Conduct, and collective bargaining agreements.

Students are solely responsible for the safekeeping of any portable electronic device (including but not limited to cell phone, PDA, I-pod, MP3 player or other similar device) that they bring onto school property (which includes school grounds or buses). The District assumes no legal or financial responsibility for any loss or damage to portable electronic devices brought onto school property by students.

K-6 Student Agreement

I have accessed the Spackenkill Union Free School District's policy on technology. My signature indicates receipt of the policy that is in accordance with the rules and regulations that are consistent with the District's Code of Student Conduct and State and Federal laws and regulations, and that I will:

1. Respect Myself. I will show respect for myself through my actions. I will select online names that are appropriate, and I will consider the ages of users who can view the information and images that I post online. I will not post personal information about my life. I will not be obscene.
2. Protect Myself. I will ensure that the information I post online will not put me at risk. I will not publish my personal details, contact details or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me. I will protect passwords, accounts and resources.
3. Respect Others. I will show respect to others. I will not use electronic mediums to bully, harass, or stalk people. I will show respect for others in my choice of websites, and I will not visit sites that are inappropriate. I will not abuse my rights of access, and I will not enter other people's spaces or areas. I will respect the ownership of media or information. I will request permission to use resources and suitably cite any and all use of websites, books, media, etc.
4. Protect Others. I will protect others by reporting abuse, not forwarding inappropriate materials or communications; and not visiting sites that are inappropriate.

By signing this agreement, I undertake to always act in a manner that is respectful to myself and others, to act appropriately in a moral and ethical manner and to use the Internet only for educational purposes.

I agree to follow the principles of digital citizenship and accept that failing to follow them will have consequences.

September 2016

We have reviewed the contents of the Nassau Handbook, including the Code of Conduct, Use of Computers and Networked Information Resources, and Attendance Policy. Our signatures indicate acknowledgment of them in accordance with the rules and regulations that are consistent with the District's Code of Conduct and State and Federal laws and regulations.

- I have reviewed the contents of Nassau Handbook with my child
- I have read and discussed the District Code of Conduct with my child
- I have read and discussed the Use of Computers and Networked Information Resources with my child
- I have reviewed the Attendance Policy

_____ **Student Signature**

_____ **Parent/Guardian Signature**

_____ **Date**

Please PRINT the information below:

Name of Student _____

Grade/Teacher _____

Please return this to school by **Friday, September 16, 2016**