

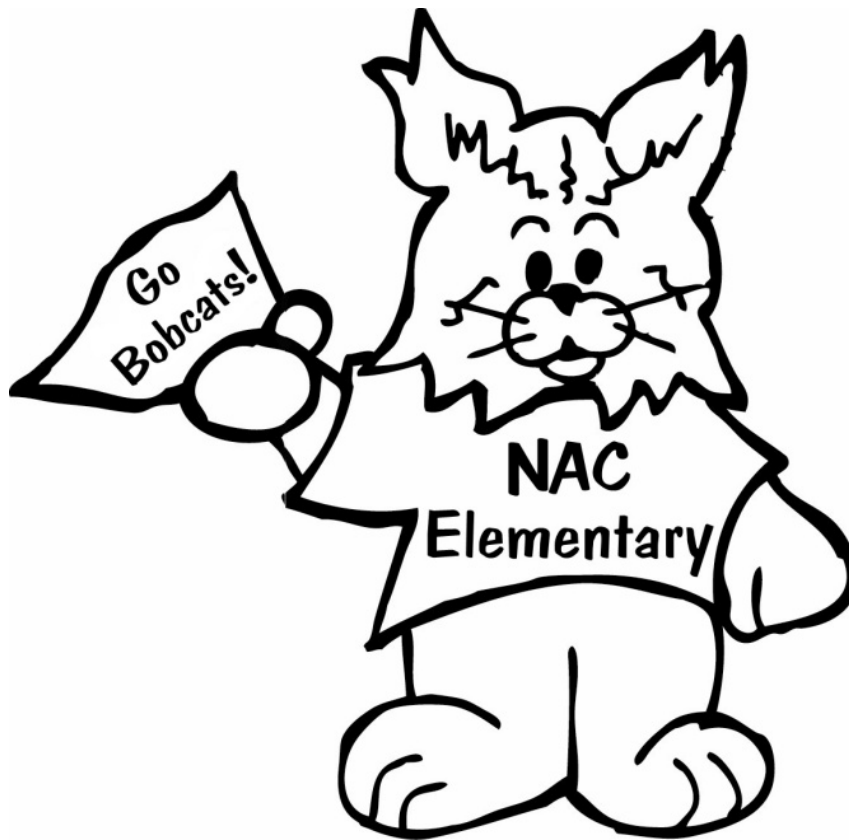
Northern Adirondack Elementary School

PARENT/STUDENT HANDBOOK

&

CODE OF CONDUCT

2019-2020



Mission Statement

Our mission in partnership with family and community is to educate students to become lifelong learners and responsible citizens.

FORWARD

The purpose of this handbook is to acquaint students and parents with the necessary rules, regulations, requirements, extra-curricular activities and other information about Northern Adirondack Elementary. The written rules and regulations herein have been developed by the school faculty and administration. A complete copy of the Code of Conduct is included in this handbook and may also be found on our website at www.nacs1.org.

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Northern Adirondack Central School

5572 Route 11 ♦ POB 164
Ellenburg Depot, NY 12935

Elementary Campus

Main Office: 594-3986	District Office: 594-7060
Fax Number: 594-7255	Special Education Office: 594-3986
Office Hours: 8:00 a.m. – 3:30 p.m.	School Lunch Manager: 594-3962
Instruction: 8:15 a.m. – 2:25 p.m.	Bus Garage: 594-7142
Teachers: 8:00 a.m. – 3:00 p.m.	*Please start here with bus issues

Buses Release Students: 8:05 a.m.
Afternoon Dismissal: 2:25 p.m.
Buses Depart to MS/HS: 2:40 p.m.

ADMINISTRATION

Mr. James C. Knight Jr., Superintendent of Schools

Ms. Lisa M. Silver, Elementary Principal

Mr. Brian Tousignant, School Business Manager

Mrs. Sarah Watts, District Treasurer

Mrs. Julie LeClair, Transportation Supervisor

Jay Bouchard, Director of Facilities

BOARD OF EDUCATION MEMBERS

The Board of Education is made up of district residents who are unpaid public officials elected by the voters of this school district. Their responsibility is to take formal legal actions and assume the major responsibilities for the operation of the school. They have taken on the additional task of board membership in order to provide leadership for the welfare of district students.

The members of the Northern Adirondack Central School Board of Education are as follows:

Mr. Paul Gilmore, President
Mr. Mark DeCoste, Vice President
Mr. Steven Bartlemus
Mrs. Shirley Durnin
Mr. Trevor Finley
Mr. Phalon Miner
Mr. Bryan Trombley

Meetings of the Board of Education:

In order to perform its duties in an open and public manner, and in accordance with state law, the NACS Board of Education holds regular business meetings on the third Monday of each month at 6:00 p.m. in the District Office. Parents, students and members of the community are encouraged to attend and demonstrate their interest in educating district students.

Board of Education policies are available on our website: <http://www.nacs1.org/boe/policy-manual/>

SUPPORT STAFF		
Mrs. Tricia Brassard	Secretary	Main Office
Mrs. Sandy Dominic	Secretary	Accounts Payable
Mrs. Melissa Reif	Secretary	Main Entrance
Mrs. Maureen Lucas	Social Worker	PSAP
Mr. Al Pageau	Registered Nurse	Health Office
Mr. Kyle Patnode	Clerk	Payroll
Mrs. Brandy Smith	Secretary	Main Office
Mrs. Christina Trombley	Secretary	CSE Office
Mrs. Helen Yelle	Secretary	District Office

FACULTY		
Mrs. Krystle Drollette	Classroom Teacher	Pre-Kindergarten
Mrs. Angela Harrigan	Classroom Teacher	Kindergarten
Mrs. Kim Lashway	Classroom Teacher	Kindergarten
Mrs. Shawn Matthews	Classroom Teacher	Kindergarten
Mrs. Barbara LaBombard	Classroom Teacher	1st Grade
Mrs. Pam Pitts	Classroom Teacher	1st Grade
Mrs. Jennifer Wright	Classroom Teacher	1 st Grade
Mrs. Cherish Canning	Classroom Teacher	2 nd Grade
Mrs. Gina Goodrow	Classroom Teacher	2 nd Grade
Mrs. Krista Williams	Classroom Teacher	2 nd Grade
Mrs. Laura Nutt	Classroom Teacher	K, 1 st & 2 nd Grade
Mrs. Jennifer Lafountain	Classroom Teacher	3 rd Grade
Mrs. Amanda Peck	Classroom Teacher	3 rd Grade
Mrs. Tracy Rabideau	Classroom Teacher	3 rd Grade
Mr. Mitchell Estes	Classroom Teacher	4 th Grade
Mrs. Meghann Farrell	Classroom Teacher	4 th Grade
Mrs. Mary Trudo	Classroom Teacher	4 th Grade
Mr. Dennis LaBarge	Classroom Teacher	5 th Grade
Mrs. Erin LaClair	Classroom Teacher	5 th Grade
Mrs. Marcy Peryea	Classroom Teacher	5 th Grade
Mrs. Jackie Whelden	Classroom Teacher	3 rd , 4 th , & 5 th Grade
Ms. Damie Durgan	Consultant Teacher	
Mrs. Kelley Manor	Consultant Teacher	
Mrs. Bethany White	Consultant Teacher	
Ms. Sue Phillips-LeClerc	Special Area Teacher	Speech/Language
Mrs. Jamie Rabideau	Special Area Teacher	Speech/Language
Mrs. Maria Blondo	Special Area Teacher	Art
Mrs. Anne Smallman	Special Area Teacher	Library Media Specialist
Mr. Brian Baker	Special Area Teacher	Music & Chorus
Mr. Nathan Bilow	Special Area Teacher	Physical Education
Mrs. Sharon Relation	Special Area Teacher	Physical Education
Mrs. Amy LaPoint	STEM	
Mrs. Julie Filion	Teaching Assistant	
Ms. Lisa Vanier	Title I Teacher	Math
Mrs. Leslie Thayer	Title I Teacher	Reading
Mrs. Rebecca Trombley	Title I Teacher	Reading

GUIDANCE & COUNSELING		
Mrs. Christine Brudvig	Counselor	Guidance Department
Mrs. Cindy Hoff	School Psychologist & CSE Chairperson	CSE Office
Ms. DeAnn Gregory	School Psychologist	CSE Office

ACCIDENT REPORTS

Accidents happen at school. Everyone is responsible for reporting injuries when they happen so that appropriate forms can be initiated. All accidents or injuries, no matter how small or seemingly unimportant, should be reported by the student involved to both his/her teacher and the nurse. This needs to be done immediately so that a written record of the event can be established.

All accidents that occur during school hours or during school sponsored activities must be reported to the supervising adult or to the nurse immediately. This applies to students, visitors and staff. An accident report must be filed with the school for insurance purposes.

School insurance is for students who have an accident during the school day or a related school activity. Forms are available in the nurse's office. This policy does not cover illness or chronic conditions. The parent's insurance is primary coverage with the school insurance as a secondary only after a \$100 parental deductible is met. Please keep all documentation from any services obtained as it relates to an injury occurring at school.

ASSIGNMENTS

Teachers give assignments for the purpose of assisting students in learning. It is expected that all assignments will be completed and turned in on time. If your child is absent, please call the school and request the homework. Parents of students who consistently neglect their assignments will be contacted.

ATTENDANCE

The Northern Adirondack Central School District recognizes and believes that there is a strong correlation between student achievement and student attendance. Our school has a procedure of making phone calls to the homes of all absent students. This procedure was put in place as an added safety measure and to bring the importance of attendance to the forefront. You will still be required to send in a note with your child stating the dates and reason for his/her absence.

This recognition and belief emphasizes the very nature of the classroom educational experience, an experience that cannot be made up once it is missed and one that a homework assignment cannot duplicate. The planned daily questions and concerns of the teachers and the students alike can only take place when students are present and prepared for these experiences.

In addition to improving student attendance, the district needs to know the whereabouts of every student for safety and school management reasons, and also allow the district to identify individual or group attendance patterns in order to focus improvement efforts.

In order to accomplish these objectives, the following strategies will be employed:

- In addition to attendance being communicated to parents on report cards, letters will be sent home to parents after 5, 10, 15 and 20 days absent (excused or unexcused).
- Phone calls home will be made daily.
- In some cases, a doctor's note will be required upon a student's return to school.
- Counseling will be made available on an individual basis. There is a guidance counselor and a PSAP worker in the elementary school.
- Excessive absence will result in parents being required to meet with the school administrator and nurse.

In determining absences, any "school related activity" leading to pupil absence, tardiness or early dismissal will be viewed as "excused".

Absences Defined

Northern Adirondack Elementary School, in compliance with New York State Education Department Law, identifies two types of absences: excused and unexcused.

A. Excused Absence – An absence, tardy or early dismissal which is due to any of the following reasons:

- Student illness or illness of immediate family member
- Death of immediate family member
- Religious observance
- Quarantine – verifiable by physician or County Health Dept.
- Required court appearance

The excused absences still require verification and legitimate written excuses. If a written excuse is not received within three (3) days of an absence, it will be recorded as unexcused.

****If a prolonged absence due to a short term physical, mental or emotional illness is anticipated, the student's parents or guardian should contact the building administrator regarding homebound instruction. According to the State Education Department, an absence of at least two weeks is considered a prolonged absence. The student's physician must verify any such absence due to illness. Homebound instruction counts as school attendance.**

B. Unexcused Absence – An absence, tardy or early dismissal which is not recognized as an excused absence. These absences include, but are not limited to:

- Family vacations/Planned events
- Babysitting
- Oversleeping
- Farm work

BREAKFAST PROCEDURES

Students in grades PK-2 who eat breakfast on a regular basis (4-5 times/wk.) are released from their bus upon arrival to school. Students in grades 3-5 will proceed to breakfast when the buses are unloaded at 8:05 a.m. Students are to go directly to the cafeteria to eat and must remain seated until the breakfast monitor dismisses them. Students that do not eat breakfast are to remain on the bus until all buses are unloaded at approximately 8:05 am.

BRINGING ITEMS TO SCHOOL

Children are prohibited from bringing toys to school. Many toys are expensive and could be damaged or stolen. Radios, electronic games, MP3 players, cell phones, etc. are not to be brought to school under any circumstances. The school is not responsible for them; therefore do not allow your child to bring these items to school. Violation of this rule may warrant confiscation of the item and a parent to pick it up.

BUCKET FILLING

At the end of the 2013 school year we introduced a new character development program to the faculty, staff and students called Bucket Filling. This year we are enthusiastically continuing with the program and would like to share the program with you.

Bucket filling is an easy-to-understand concept: Everyone carries an invisible bucket that holds our good thoughts and feelings. When our buckets are full, we feel happy and when our buckets are empty, we feel sad.

Children quickly understand that they can fill buckets when they do and say things that are kind, considerate, caring, and respectful. They also learn that when they are mean, inconsiderate, uncaring, or disrespectful, they dip into buckets and remove those good feelings. Even the youngest child understands that actions and words can either fill a bucket or dip into it.

During this school year we are encouraging, reminding, and recognizing everyone's efforts to be bucket fillers at home, at school, and everywhere they go. We are excited about this new program and look forward to your support.

If you would like to learn more about bucket filling, visit the Bucket Fillers website, www.bucketfillers101.com. And go fill some buckets!

BUS PASSES

Parents are to send a written note requesting that a child ride home on a different bus. When students are going to a friend's house, written notes must be received from both students' parent or guardian. If students are going to a relatives (i.e., grandparents, aunts), or babysitter's house, only one note from the parent or guardian is required. Students should bring the note to their teacher in the morning. When a phone call is necessary to request a bus pass be given, ***PARENTS SHOULD CALL BY 1:30 PM TO ALLOW TIME TO WRITE THE BUS PASS AND CONTACT THE CHILD***, as they are not always in their classrooms when parents call. Below is an example of a bus pass request.



REQUEST FOR BUS PASS PERMISSION SLIP

Date: _____ Grade: _____ Teacher: _____

Student: _____ has my permission to ride

bus # _____ and get off at _____
(Name of Person)

who lives on _____ in the town of _____
(House # and Street Address)

On the following date(s): _____
(Please state here if this pass is Until Further Notice or for the Entire School Year)

Parent/Guardian Signature: _____

CAFETERIA MEAL PRICES 2019-20 **GRADES K-5**

Daily Breakfast & Lunch	\$0.00	(Provided to students at no cost due to the community eligibility program.)
Extra Milk & Ice Cream	.50	
Fruit & Vegetables	.50	
Extra Entrée	1.25/lunch & .75/breakfast	

PARENTS: PLEASE ENCOURAGE YOUR CHILDREN TO EAT LUNCH. Good nutrition is important for all children to do their best in school. A monthly menu is provided. If a child does not like the hot lunch, be sure they come that day with a bag lunch. Lunches brought from home will not be heated. If food should be eaten hot, heat food before your child leaves for school and store in a heat-preserving container or thermos. Most days the cafeteria provides a sandwich option. **Soda, energy drinks and other carbonated beverages are not a permitted drink for lunch or snack.**

CAFETERIA RULES

The cafeteria is the one room in the school building where the entire school population visits at some point during the school day. The following rules and regulations have been established to allow everyone to enjoy an orderly and peaceful lunch.

1. Go directly to your seat
2. Stay seated at the table
3. No sharing food
4. Use quiet voices
5. Use table manners
6. Keep hands and feet to yourself
7. Raise your hand
8. Address adults and peers appropriately
9. Keep area clean
10. Stand and wait patiently in line
11. Know your food choice
12. Use appropriate language and behavior
13. Clean up after yourself
14. Get all food & utensils when going through the line
15. Have money ready
16. Know your lunch number

CHANGE OF ADDRESS

You are required to inform us immediately of any changes in your telephone number, address, place of employment, or the person we notify in case of an emergency. Please relay this information to us in writing. It is very important to keep our emergency messaging system up to date with these phone numbers in the event of an emergency, school closing, etc.

COMMUNICATOR/HOMEWORK FOLDERS

All elementary students in grades Pre-K-5 will be given a green communicator folder for use throughout the school year. This is a two-pocket folder labeled with 'return to school' on one side and 'keep at home' on the other. Graded work will be sent home in this folder as well as daily homework that is assigned. This has been very helpful to assist students as well as parents in organizing the many papers that may come home and those, which need to be returned to school.

CRIMINAL PENALTIES: FALSE REPORTING OF EMERGENCIES

The mere reporting of a false bomb threat is a crime that may result in imprisonment and/or civil penalties being imposed against the individual. When a person reports a false bomb threat, they commit a crime that is punishable by up to one (1) year imprisonment and a fine of up to \$1,000 (Falsely Reporting an Incident in the Second Degree: Section 240.55 sub 1 of the New York State Penal Law: Class "A" Misdemeanor).

Recently, laws dealing with this issue have been expanded to include instances where someone places a device fashioned to resemble or contain a bomb, when in fact it is a crime punishable by up to one year imprisonment and up to a \$1,000 fine (Placing a False Bomb: Section 240.61 of the New York State Penal Law: Class "A" Misdemeanor).

If an emergency worker is seriously injured or killed while responding to or performing duties in connections with a bomb threat, the crime is elevated to a much more serious offense (Falsely Reporting an Incident in the First Degree: Section 240.60 sub 2 of the New York State Penal Law: Class "E" Felony). This crime is punishable by imprisonment up to four (4) years and/or a fine of up to \$5,000.

DISMISSAL PROCEDURES & CUSTODIAL PRECAUTIONS

Our policy allows students to be released to either parent unless a custodial parent supplies the school with a certified copy of a court order or divorce decree to the contrary. No student may be released from school to anyone other than the parent, guardian, or child protective services personnel and law enforcement officers pursuant to law. Certified copies of any court orders* or divorce decrees provided by the custodial parent, which restrict a parent's ability to seek the release of his or her child, shall be maintained in the main office. If anyone seeks the release of a student from school, he/she must report to the main entrance and present satisfactory identification to school personnel.

****It is the parent's responsibility to make the school aware of any legal custody agreements pertaining to their child(ren). A copy of legal custody papers should be submitted to the elementary main office.***

Parents are asked not to sign children out before the 2:25 p.m. dismissal time. At the end of the day, teachers are finishing their classes, giving extra help, finalizing homework assignments, giving last minute instructions, etc. An early dismissal may cause your child to miss important information. If you are picking up your child for an appointment, please send in a note with your child so homework assignments can be prepared before departure.

If children are not riding the bus home, parents must report to the Main Entrance to sign them out. Parents are not to report to the classroom to pick up their child. You are required to sign the child out in a logbook. **The office staff will call your child to the Main Entrance while you wait. Please make sure you allow for this in your timetable.**

If it is necessary to call school to have your child ride a different bus or be signed out early, please call before 1:30 p.m. During the 2:15 p.m. announcements, we will announce that your child will be expected to report to the Main Entrance at dismissal time and not board the bus. ***If someone other than the parent is sent to dismiss a child, a phone call or note giving the school permission to release the child must have been received prior to the pick-up time.*** It is also important to write a note letting us know if there is a change in the normal routine. Children are not allowed to meet parents in the parking lot at dismissal or be released from the buses or classroom. Parents are to wait in the Main Entrance area when picking up their child.

Any student leaving school without following these procedures will be considered truant and can expect disciplinary action.

Students are not allowed to leave the school grounds for any reason. Children are never allowed to go to the store.

Students who normally ride the bus to and from school must do so unless permission is obtained from the parent or the elementary office.

DRESS CODE FOR ELEMENTARY STUDENTS

All students are expected to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. The following items are not allowed to be worn in elementary school:

1. High heeled shoes
2. Flip flops or open backed shoes (only sandals with a back strap are allowed)
3. Spaghetti strap tops
4. T-shirts of a violent nature
5. Steel-toed boots during recess or to play soccer

Please refer to the Dress Code Section in our Code of Conduct for further guidelines.

EMERGENCY INFORMATION & SCHOOL CLOSING

Emergency contact information is supplied by the parent/guardian using a student emergency information sheet which includes the phone number where they can be reached both at home and at work. The names and telephone numbers of 2-3 persons who can assume temporary care of a child if the parent/guardian cannot be reached in an emergency are also requested. It is extremely important that these persons be willing and able to provide temporary care for a child in an emergency situation. If at all possible, they should be individuals who are generally available during school hours.

There may be times when school will have to close early or not open because of adverse weather, water problems, low temperature, etc. In this event, the official announcement of the school closing may be heard over WOKO and WIRY radio stations and WPTZ TV Channel 5 News. Please listen to these stations and do not call the school. The school district will also activate the emergency messaging system. It is very important to keep our automated notification system updated with any new phone numbers in the event of an emergency, school closing, etc. If at any time during the school year a change needs to be made as to where your child is to go in the event of an early closure, please notify the school ASAP. This can be done by calling the main office or sending a note to your child's teacher.

FIELD TRIPS

Field trips are an extension of concepts taught in the classroom. They are encouraged and supported. Only children exhibiting responsible behaviors may go on field trips. Permission slips will be sent home with all the necessary information, e.g., location, cost, school departure & return times, etc. Only students who have returned a signed permission slip from a parent/guardian will be allowed to attend the field trip.

Field trip guidelines:

- Students must ride the school bus if the trip is during the school day.
- Siblings are not permitted to attend field trips.
- Chaperones include adults over 18 who are a child's guardian, parent or grandparent.

Parents are often asked to serve as chaperones and supervisors for various field trips and their assistance is truly appreciated. The purpose of a parent volunteer on a field trip is to actively supervise students assigned to them. As a chaperone, you are responsible for the group of students assigned to you, making sure every student is accounted for at all times. Because of this important responsibility, younger siblings or children are not allowed to attend field trips. Parents who have made the commitment to chaperone are required to remain with the students under their supervision for the entire field trip. Student groups have been carefully assigned by the classroom teacher. Any deviation from this will cause confusion and possibly a problem with the supervision of a student. Sometimes parents who are NOT selected as chaperones wish to participate in the field trip experience with their child and travel to the field trip site independently. We respectfully request that parents NOT selected as chaperones refrain from attending and make separate arrangements to attend with their child at another time. In the event there are more volunteer chaperones than needed, classroom teachers will select parent chaperones through a random drawing. Parents will be notified of their selection.

FOOD AND DRINK

Gum is not to be chewed in school at any time. In addition to it being unsightly, it has caused damage to furniture and carpeting.

Soda, energy drinks and other carbonated beverages are NOT considered to be nutritious and are not to be brought as part of a student's lunch or snack. Beverages from home are not to be sent to school in glass containers.

GOLD SLIP PROGRAM

Our Gold Slip program is an easy way to reward students for a job well done. It is our way of letting a child know that he/she has been "caught doing good." Perhaps helping someone out, being extra considerate or being a good citizen are examples of this.

All Gold Slips are to be turned in to the classroom teacher. Each slip has an end to detach which the student may then take home to show his/her parent that they earned a gold slip that day. At the end of the week, the Gold Slips are sent to the office to select one for a 'Caught Doing Good' pencil. Gold Slips are used at monthly PRIDE assemblies and at the end of the year to draw for bigger prizes on School wide Spirit Day.

HALLWAY AND STAIRWAY RULES

The following rules have been established to allow hallway and stairway traffic to flow smoothly and safely:

1. Walk – never run
2. Stay to the right
3. Take stairs one at a time
4. Food or drinks are prohibited
5. Railings are for hands only
6. Do not open outside doors for anyone
7. No talking or making noise
8. Keep hands at side
9. Keep area clean
10. Use quiet feet
11. Hats are not to be worn (by boys or girls)
12. Keep feet on the floor
13. Wait your turn at drinking fountains
14. Water is for drinking only
15. Stand and wait patiently in line
16. Stay together
17. Walk single file
18. Go directly to the intended destination
19. Smile and wave

HEALTH REQUIREMENTS

The nurse plays an important part in the routine running of the school. Try to explain to your child(ren) the purpose of the nurse's office. The following are some regulations that could at some point pertain to your child's health.

Necessary medications (even over the counter medications) will be given, but the following requirements must be adhered to:

1. The medication must be in the original bottle
2. Obtain an order from the doctor stating dosage and the time to be administered.
3. The nurse will create a schedule and confirm with the parent/guardian the dose and time of administration.
4. All medications **must** be transported to school by an adult. Medications must never be on a school bus. The school nurse will notify the parents when medication is running low in order to obtain refills in a timely manner.

Please notify the nurse if your child had a communicable disease, surgery, severe injury or illness and any immunization during the summer months or during the school year. If the school suspects your child may have a contagious illness, the child must have a doctor's permission slip to be re-admitted to school.

Please ***do not send*** your child to school if they have any of the following signs and symptoms or if they have had them in the previous 24 hours:

- Elevated temperature (100 degrees or greater)
- Acute cold, sore throat or persistent cough
- Vomiting, nausea, or severe abdominal pain
- Repeated diarrhea
- Pus-like discharge/drainage from the nose or eyes
- Red or inflamed eyes/lids
- Suspected and untreated lice, scabies or impetigo

A Health Certificate (physical examination) must be dated no later than 12 months prior to the start of the school year in which they are required (Pre-K, K, Grades 1, 3 and 5 or new entrants). This certificate is to be submitted within two weeks of entrance into school. Ideally, the child's primary health care provider should perform the health examination; however, the school medical director will provide physicals as needed. If a parent has chosen to have a physical for his/her child done by their family physician, the complete physical examination form must be dated with the calendar year that it is required and presented to the health office within two weeks.

It is New York State Law that scoliosis screenings begin in 5th grade. This screening will take place during the school year. Notices for any deficits found resulting from scoliosis, vision or hearing screenings, or health appraisals done by our school physician will be sent to parents. You are encouraged to have the forms completed and returned to the nurse after a definitive treatment plan has been identified by your provider.

If a student has a physical impairment, which limits their participation in certain activities, the parents need to provide the school nurse with written documentation from the child's physician.

If a parent is notified that a student has become ill at school, it is expected that arrangements will be made to take the child home or to the doctors immediately if necessary.

Head lice and scabies are two (2) problems that occur in most schools. To help control these problems, parents are encouraged to check their own children weekly. The nurse can only be aware when directly notified. Please do not forget, both of these problems are treatable.

To protect all children, our school has adopted the following policy:

- Any student found to have live pediculosis (head lice), the parent(s) will be contacted immediately. The student will be removed from school until the hair is treated. There are to be no exceptions.
- Should a child be referred for head lice three (3) times within a two (2) month time period, the family will automatically be referred to the Public Health Department in order to help with the problem.

The parent or guardian must be called to transport children with live head lice home. Following treatment, parents must also transport the student to school. Upon arriving in the morning, parents and child are to report to the Nurse's Office. Once the child is free of live pediculosis (head lice), they may return to school and ride the school bus again.

Students are allowed to carry and use topical sunscreen products approved by the FDA with the written permission of the parent or guardian of the student. A record of this permission must be maintained by the school. A student who is unable to physically apply sunscreen may be assisted by unlicensed personnel when directed to do so by the student, if permitted by a parent or guardian and authorized by the school.

HONOR ROLL AND AWARDS ASSEMBLY

Students in grade 3-5 are eligible for the honor and high honor roll. An honor roll will be posted quarterly for students who do superior work. An awards assembly will be held at the end of the year to recognize students.

Grades 3-5 High Honors - 90 and above receive a plaque
Honors - 85 to 89.9 receive a certificate

Averages to determine award recipients will be calculated on 35 weeks of school. Averages are not rounded to the nearest whole number.

Calculation method:

1st quarter (10 weeks) report card average

2nd quarter (10 weeks) report card average

3rd quarter (10 weeks) report card average

4th quarter- 5 weeks only

IMMUNIZATION REQUIREMENTS

Immunizations are due at the time of entrance into school unless a legal exemption is on file with the health office. Failure to provide adequate immunization records may delay entrance into school. The school nurse will work with your provider to set up an immunization schedule for any missed vaccinations. Inadequate immunization may also mean your child may not be able to attend school if there is a communicable disease present in our community for which your child has not been immunized.

Vaccines	Prekindergarten (Day Care, Head Start, Nursery or Pre-k)	Kindergarten and Grades 1, 2, 3, 4 and 5	Grades 6, 7, 8, 9, 10 and 11	Grade 12
Diphtheria and Tetanus toxoid-containing vaccine and Pertussis vaccine (DTaP/DTP/Tdap/Td) ²	4 doses	5 doses or 4 doses if the 4th dose was received at 4 years or older or 3 doses if 7 years or older and the series was started at 1 year or older	3 doses	
Tetanus and Diphtheria toxoid-containing vaccine and Pertussis vaccine booster (Tdap) ³	Not applicable		1 dose	
Polio vaccine (IPV/OPV) ⁴	3 doses	4 doses or 3 doses if the 3rd dose was received at 4 years or older	4 doses or 3 doses if the 3rd dose was received at 4 years or older	3 doses
Measles, Mumps and Rubella vaccine (MMR) ⁵	1 dose	2 doses		
Hepatitis B vaccine ⁶	3 doses	3 doses	3 doses or 2 doses of adult hepatitis B vaccine (Recombivax) for children who received the doses at least 4 months apart between the ages of 11 through 15 years	
Varicella (Chickenpox) vaccine ⁷	1 dose	2 doses		1 dose
Meningococcal conjugate vaccine (MenACWY) ⁸	Not applicable		Grades 7, 8, 9 and 10: 1 dose	2 doses or 1 dose if the dose was received at 16 years or older
Haemophilus influenzae type b conjugate vaccine (Hib) ⁹	1 to 4 doses	Not applicable		
Pneumococcal Conjugate vaccine (PCV) ¹⁰	1 to 4 doses	Not applicable		



Department
of Health

K-KIDS

K-Kids is a service organization for elementary students sponsored by Kiwanis International. It is led by elementary students and an adviser and teaches the value of helping others by taking part in community service projects. Involvement in K-Kids provides the opportunity to develop self-esteem, leadership skills, morals and standards and respect for others. This program involves elementary students, their parents, teachers and Kiwanis members in developing a character education opportunity as well as exposure to the concepts of community service and service learning.

Members learn that their opinions and ideas count, and that they can be productive members of society. They form sound personal values and experience satisfaction in knowing they did something to help improve the world around them. K-Kids members learn to work together as a group and yet be strong individually.

Membership into K-Kids is based on adviser and teacher selections. Students in 4th and 5th grade may apply to become a member by submitting in writing why they would be a beneficial addition to the organization. K-Kids have monthly meetings after school and also fulfill various school related duties throughout the school year.

LIBRARY BOOKS

Students are encouraged to borrow books from the library. They are however, expected to treat them in a responsible manner. We do not charge for overdue books, but we do expect students to return them when they have finished reading them so others may use them. If a book is lost or damaged, we ask for \$ 5.00 or in the case of a new book, we ask for the cost of the book. The \$5.00 does not in any way represent the cost of replacing the book. Instead, it is meant to help teach the students responsibility. When possible, you might want to consider assigning the child a few small jobs to “earn” the money since it is his/her responsibility to care for the book in the first place. ***If the book is found at a later date, the money will be refunded.***

LOST AND FOUND

There is a designated area at the Main Entrance for lost articles that are turned in. Unclaimed articles will be disposed of periodically. If your child loses something, please have him/her check the lost and found on several occasions. It may not be there the first time but it could be turned in at a later time.

LUNCH PROCEDURES

Teachers are required to take a lunch count in the morning to submit to the cafeteria staff. An accurate count is essential for student meal preparation. Your child will need to decide if he/she would like a second entrée when ordering his/her regular lunch. A second entrée will need to be ordered at this time. This procedure has already reduced cafeteria waste and has helped ensure that students receive the lunch they ordered. Additional servings of milk will need to be purchased during their first trip through the lunch line. As you can understand, the cafeteria can be a very chaotic and busy place, which is why we have established these procedures.

MORNING ARRIVAL PROCEDURES

Please note the following guidelines for our morning procedure:

- Due to no supervision, ***students may not enter the building or be dropped off prior to 7:45 a.m.***
- All students being dropped off ***must be accompanied into the building by an adult*** and enter through the Main Entrance.
- After entering the Main Entrance, students should check in with the monitor and then proceed directly to the cafeteria to be supervised.
- Students are ***not allowed*** to roam the hallways or go directly to classrooms.
- Parents dropping off birthday cupcakes or forgotten items should leave them at the Main Entrance labeled with the child and teacher's name.
- Students are to remain seated in the cafeteria until the breakfast monitor dismisses them.
- Students should then proceed directly to their classroom and should not be loitering in the hallways.
- Students arriving after 8:20 a.m. are considered tardy and should sign in with their parent at the Main Entrance.
- Parents should enter only through the Main Entrance.

Please keep in mind that these procedures are in place to keep your child secure during our morning routine. We want parents to refrain from mingling in the hallways during this very busy time. Adults in the hallways, other than school staff, will visually alert us to unauthorized persons in the building. If you need to be in the school at this time, please report directly to the Main Entrance to sign in. We are frequently confronted with difficult custody and visitation issues as well as Court Orders and Orders of Protection and therefore

need the cooperation of all parents and visitors to our building. This cannot be emphasized enough. Your cooperation and understanding will assist us in keeping our school a secure place for your child to attend.

PARENTS REQUESTING A CONFERENCE

NACS encourages visits from parents. Such visits promote a better understanding of the efforts of the school. However, all visitors **must** sign in at the Main Entrance. We do not allow the interruption of instructional time. Parents desiring a conference with their child's teacher will be required to schedule an appointment with the teacher in advance to avoid disruption of instruction. Parent/Teacher conferences should be held before 8:00 a.m. or after 2:30 p.m., not during the school day unless absolutely necessary and no other arrangements can be made.

PARENT TEACHER ORGANIZATION (PTO)

Parents are encouraged to participate in PTO. The purpose of the organization is to support the school community by bringing families and school staff together through learning opportunities and school activities. The PTO meets on the first Monday of every month at the school.

PERMISSION SLIPS

Permission slips must be signed and dated by the parent and are required for the following:

1. To take part in a field trip
2. To ride a different bus
3. To leave school in any way other than regularly scheduled
4. To have your child picked up by someone other than parents/guardians
5. To have another student go to their home

PHYSICAL EDUCATION PROTOCOL

The requirement for gym class is that each student has socks and sneakers. When the swimming program for grades 3-5 begins, students are required to have a swimsuit and towel and are expected to participate. Students are not to wear jewelry (earrings, necklaces, rings, etc.) during gym class or during the swim program. For safety reasons, it is recommended that long hair be pulled back for gym and swimming class. Students medically excused from gym are not allowed to participate in recess.

PLAYGROUND AND GYM RULES

The following rules have been developed to insure student safety in the gym, on the playground and on equipment:

1. No tackle football, wrestling or other play that will tear clothing or cause injury.
2. Stay on the playground unless permission is given by the teacher to re-enter the school building.
3. No one is allowed to miss gym for any reason unless a note is sent from home and approved by the principal or nurse. Students are allowed only limited gym excuses without a note from the doctor. Please have the doctor write gym excuses after serious illness, injury or surgery. Students medically excused from gym are not allowed to participate in recess.
4. Jump ropes are to be used for jumping only.
5. Metal cleats or spiked shoes are not to be worn on the playground.
6. The backstops are not to be climbed.
7. Rocks, grass, snowballs or other hard objects are not to be thrown on the playground.
8. All students are to line up to use the equipment. The first person in line is to complete the activity before the next person in the line approaches the equipment.
9. There is to be no playing chase or tag under or on equipment.
10. All students are to slide down the slide on their buttocks and not on their feet. The slide is for sliding down not for climbing up.
11. No pushing or shoving will be permitted on the equipment. Students are to use common sense and common courtesy to insure safety.
12. All students are to swing in one direction and are not allowed to jump off the swing while in motion.

PRIDE INITIATIVE

An initiative to develop PRIDE in our students has been undertaken by the faculty and staff at Northern Adirondack Elementary. PRIDE stands for Positive Reinforcement for Individuals Developing Excellence. The objective of this initiative is to create a unified school wide approach to student behaviors and expectations. This initiative stems from a national and statewide initiative called Positive

Behavioral Interventions and Supports (PBIS). This initiative is a research-based approach to manage student behaviors and expectations and is also rooted in effective teacher practices.

A matrix was developed detailing student expectations in eleven different locations within the school environment (You will find the matrix in the back of this handbook). The expectations are not new. These are the same expectations that have been in the student handbook for years, including the current handbook. We are enforcing them as a school community with all faculty and staff and not just administration. Behaviors and expectations are reviewed with the students in the first few days of school. This is done to be sure each student knows what is considered acceptable and unacceptable behavior.

Incentives are being offered through monthly PRIDE Assemblies conducted by the students in grades 1-5 and attended by all students in Pre-K – 5. Each month there will be an assembly that will be noted on the monthly calendar. At the monthly assembly, a new character word of the month is introduced and presented. This is also the time we recognize our Student Citizens of the Month. In addition, we are also recognizing students for good behavior on the school bus and in the cafeteria. “On the Track to Success” and “Paw’some Achievement” awards are also distributed. All the students being recognized are called to the stage where they are recognized with a certificate and a pencil. Gold slip drawings are also held for students in grades Pre-K – 5. A gold slip is drawn from each grade level. Students whose gold slips are drawn receive a bobcat PRIDE school spirit item. The assembly closes with all faculty, staff and students singing the school song. Parents are more than welcome to attend and will need to enter at the Main Entrance before proceeding to the gymnasium.

PROMOTION/RETENTION POLICY

The teacher(s) and administration will make the final decision for retention.

QUESTIONS OR CONCERNS

As expected, parents often have questions or concerns about their child’s educational program. If so, we want to hear from you. Together, we can address any problems you may have early, before they grow into larger issues.

To help us resolve your concerns constructively, please review the following process:

1. Gather Information
 - Define the problem for us.
 - Tell us what you think may be contributing to the problem.
 - Gather examples that will help us better understand the problem. (Child’s work, assignments, etc.)
 - List possible solutions to the problem.
2. Contact the School
 - Contact the teacher.
 - With you, the teacher will follow these steps:
 - a. Review your concerns.
 - b. Discuss possible solutions with you.
 - c. Outline the next steps of action.
 - If you are not satisfied with the outcome, or are uncomfortable speaking to the teacher, please contact the principal. The principal will follow the same steps as the teacher in addressing your concerns. Afterwards, the principal will contact the teacher to share information about the discussion.

The usual channeling of questions or concerns, especially those involving instruction, discipline, or learning materials, is from Teacher to Building Principal to Superintendent to Board of Education. As a general rule, questions or concerns are to be submitted in writing.

RECESS

On all days with temperatures above 15° F (wind chill included), we will have a daily scheduled recess for all grade levels. Your child will be expected to come to school prepared and ready to participate. Cold weather clothing articles include: winter coats, ski pants, winter hats (tuques), snow boots, and gloves or mittens. Students grossly underprepared will not go outside. Students can be excused for up to two (2) days due to sickness with a note from the parent/guardian. A doctor’s note is required to be excused for more than two (2) days. Students may miss up to 10 minutes of recess for missing or incomplete work as well as behavior. With administrator approval, a student may miss the entire recess.

REPORT CARDS and FIVE-WEEK REPORTS

Report cards are sent to parents at the end of each ten-week period. You may receive a five-week progress report if the teacher feels it is warranted. Progress reports may be made at any time the teacher feels there is a need to do so. The reports may indicate that a student is doing unsatisfactory work. Parents and/or students are encouraged to discuss, with teachers, methods and actions to help overcome any educational deficiency or problems that may exist.

Report Card Periods for 2019-2020:

1 st Quarter	Starts 9/5/2019 Ends 11/8/19 Report Cards Issued @ Parent/Teacher Conferences 11/25/19 & 11/26/19
2 nd Quarter	Starts 11/12/19 Ends 1/24/20 Report Cards Issued 1/31/20
3 rd Quarter	Starts 1/27/20 Ends 4/9/20 Report Cards Issued 4/24/20
4 th Quarter	Starts 4/20/20 Ends 6/17/20 Report Cards Issued 6/26/20

ROOM PLACEMENT

Students will not be placed in classes by parental or student request, but will be placed in respective classrooms by teacher and administration on a fair basis as per Commissioner's Rulings.

SCHOOL DAY HOURS

The school building opens at 8:00 a.m. and closes at 4:30 p.m. Students who ride with parents are not to arrive before 7:45 a.m. and must be accompanied into the building by an adult and enter through the Main Entrance. Once in the school building, students should check in with the monitor and then proceed directly to the cafeteria unless the busses have unloaded. Students will be dismissed from the cafeteria to go to their classrooms. Students should not be in the halls or classrooms before 8:05 a.m.

All students are expected to be in their classroom by 8:20 a.m. at which time attendance will be taken. Students will be considered tardy or absent if not in the classroom when attendance is taken. Instruction will begin promptly at 8:30 a.m.

The school day ends at 2:30 p.m. All students are expected to leave school at that time. The only exceptions are students staying until 4:30 p.m. for study hall. Students are not to remain after school unless supervised by a staff member.

SERVICES

Elementary School Counselor – The elementary school counselor is a developmental counselor who serves the needs of all elementary students in a manner that is both proactive and preventive in nature. The elementary program provides foundational experiences throughout which assists students in developing the skills and goals that promote personal, social, emotional and academic growth as well as career awareness. It assists, but is not limited to, students who may present issues with attendance, academic, behavioral and adjustment issues and encourages parent involvement. The program includes education in the avoidance of sexual abuse. Further, students are educated about the importance of education and their future. Through school-wide initiatives, individual and group counseling, classroom guidance units, parent/school staff/teacher consultation and referral assistance, the school counselor assists students to build on strengths and develop personal and life-long goals. The elementary school counselor provides direct services and programing, serves as the coordinator of various services and programs and works collaboratively with administration, teachers, staff, parents, community and students. The elementary school counselor helps to develop communication and coping skills that will help a child throughout his or her lifetime, assists students to find early solutions to problems, helps make school a successful experience and assists with helping students to develop appropriate behavior patterns and developing relationships with others. Additionally, the elementary school counselor is part of a comprehensive counseling center that addresses student and family needs.

Individual and Group Counseling – For those elementary students who have needs beyond the universal/school-wide supports, counseling will be provided by the elementary school counselor to assist students with understanding themselves and others, problem

solving, coping skills, goal setting, life transition, school and home adjustment, family changes, grief/loss, conflict resolution, attendance issues and personal issues. Students will learn and develop skills and strategies to assist them with their personal, emotional, social and academic goals to promote school and home adjustment.

BHSN (Behavioral Health Services North) – Students who show a clinical need may be referred to the on-site mental health clinic. Referral forms and SDQs are completed. The school counselor provides supervision and oversees the management of referrals. Students needing clinic services will have their needs addressed. Parent, teacher and child feedback, assessment tools, attendance and grades are utilized to assess progress.

PSAP (Preventive School Agency Partnership) – A DSS (Dept. of Social Services) Caseworker works collaboratively with the staff to address home and school issues with families in need. The following services are offered to families in our district:

1. Intake Services can be initiated upon receipt of written referrals from parents, school staff, DSS and other service providers or verbally by the family. A short-term caseworker for intervention can be appointed to address specific problems.
 - Family assessment
 - Social history
 - Transportation
 - Casework counseling
 - Information and referrals to appropriate community services
 - Develop family resource network

Intake issues are usually resolved within 30 days. However, should a family require more long term or intensive intervention, preventative services will be offered.

2. Preventive Services are offered to families experiencing serious problems and disruptions that jeopardize family unity. These services also can be initiated upon receipt of written referrals from parents, school staff, DSS and other service providers or verbally by the family. These services are voluntary.
 - Ongoing casework services to address problems placing a child at risk
 - Social history
 - Ongoing assessment of family functioning
 - Casework counseling
 - Transportation
 - Homemaker services
 - Daycare services
 - Parenting class through DSS
 - Case management services develop family resource network.

In home contacts or school meeting are arranged with various family members.

Primary Project – This early success program assists students with mild to moderate school adjustment issues to become more connected to school through child-led play. Students are selected to participate by the Teacher Child Rating Scale Screening, classroom observations, school records and parent or teacher recommendation. Pre and post instruments are given to assess success and growth. The service is provided by a trained Child Associate who is supervised by the elementary school counselor.

SNACK

All students in grades K-5 are responsible for bringing in their own snack. Parents are encouraged to send a healthy snack to school with their child. Water is the only acceptable beverage to be consumed during daily snack time. Students may bring a water bottle daily for consumption throughout the day. Students are still permitted to bring in a group snack such as cupcakes on their birthday. Please contact the classroom teacher for arrangements prior to your child's birthday celebration. Keeping in mind the District Health and Wellness Policy, soda and/or candy is not permitted.

Food Allergies in the Classroom – As you know, food allergies are a growing concern in schools across America. Millions of children must watch every single bite they eat, or risk suffering a severe or even life-threatening reaction. A major health issue such as this one must be taken seriously as the safety and well-being of our students is our top priority. One of the more common allergies we see here are serious peanut allergies. A child with a serious peanut allergy can suffer a reaction merely by touching a peanut-containing food. Therefore, if a student in your child's classroom has a peanut allergy, the following safety guidelines have been put into effect:

- Do not send any peanuts, peanut butter or foods containing peanuts or peanut butter to be eaten as snacks in the classroom. It is fine to send these products for lunch, which is eaten in the cafeteria.

- There will be no classroom projects that involve peanut butter (like bird feeders) or peanut shells (art projects). Do not send any of these items into the classroom with your child.
- Birthday parties are a special time for children but can be a difficult time for the food allergy child. Please send prepackaged snacks or fruits and vegetables. Read food labels carefully to be sure the product contains no peanuts or tree nuts of any kind. A list of alternative snacks will be provided to you.
- We will try to keep the food at holiday parties to a minimum. As with birthday parties, we must be extremely careful about the ingredients in all food items. Please do not enclose candy or treats with holiday cards. Cupcakes are allowed but must be purchased from a vendor and labeled “made in a peanut free facility”. Homemade cupcakes, cakes and cookies will not be allowed.
- A box of wipes will be kept in the cafeteria. We will request that all children who ate peanut butter or peanut products for lunch use a wipe to clean their hands when they leave the cafeteria. Similarly, if your child ate peanut butter for breakfast, we would greatly appreciate your making sure that his/her hands are washed with soap and water before leaving for school. Water alone does not do the trick.

We trust that you understand how deeply important it is to respect and adhere to these guidelines. If throughout the course of the year you have any questions or concerns about food-allergy-related issues, please do not hesitate to contact us.

SPECIAL EVENTS

Parent/Teacher Conferences

November 25, 2019 at 3:00 p.m. to 8:00 p.m.

November 26, 2019 at 8:00 a.m. to 12:00 p.m.

Kindergarten Graduation

June 12, 2020 at 9:00 a.m.

5th Grade Commencement

June 19, 2020 at 6:00 p.m.

Awards Assembly for Students in Grades 3-5

June 19, 2020 at 1:05 p.m.

School wide Spirit Day

June 23, 2020

Move-up Day for Students in Grades K-5

June 26, 2020 at 9:00 a.m.

***Dates and time of special events and testing are subject to change. Attempts will be made to notify parents if changes are necessary.**

STUDENT AGENDAS

Students in grades 3-5 will be furnished with a student agenda. The agenda is an assignment pad, a planner, and a resource guide. The purpose of the agenda is to provide an easy way for parents and teachers to communicate. You are encouraged to look through your child's agenda every day.

STUDENT CITIZEN OF THE MONTH PROGRAM

The purpose of the Student Citizen of the Month is to recognize students for their meritorious achievement, effort and citizenship as well as their positive impact upon the school climate.

Students are nominated by teachers and selected by a faculty and staff committee. The criteria for selection is the student's attitude and behavior, service to school, outside activities, community service, academic achievement, maximizing his/her potential, citizenship and peer relationships.

At the monthly PRIDE Assembly, the Student Citizen of the Month is awarded a certificate, a citizenship pencil, gold slip, a pin, and gift certificate for the school store. The student's picture is taken and displayed outside the Main Office along with a letter sent to the student's parents. Notification of this recognition will be published in a flyer that is sent home to parents.

STUDENT BEHAVIOR

The area of student behavior is a responsibility and a cooperative undertaking of all concerned with the welfare and advancement of the students of the NACS District.

It is the duty of everyone who works for the district to exhibit guidance and leadership for the students within the school district and to assist them in bringing about credit to the student body, staff and the school. Parents share a major responsibility in working with the children and the school in providing guidance and direction.

In the event unacceptable behavior is exhibited, a student will receive a behavior referral form. The behavior referral will be reviewed and appropriate behavior will be discussed with the student. This is an opportunity to clarify what is expected. A copy of the behavior referral will be mailed home. This procedure is in place on a daily basis. These expectations are in place for the wellness and safety of all students in the building.

STUDENT REGISTRATION/TRANSFER

KINDERGARTEN: Children must be 5 years of age before December 1 to be eligible for kindergarten. Registration will be held in the spring before the September entry date. The specific dates will be published in the news media. An announcement of the registration will be mailed home to each family listed on the school census of eligible children.

At the time of registration, the child may receive a physical from the school physician and vision and hearing screening by other members of the school staff. Birth certificates, immunization data, physical examination and two (2) forms of proof of residency are required.

TRANSFER: Parents who are transferring their children during the school year should contact the school office and provide such information as: 1) date of transfer 2) new address and 3) school system child will be attending.

At the new school the child will be attending, parents will be asked to sign a release form, which will be forwarded to NACS giving us permission to release your child's school and health records to the new school.

STUDENT VISITORS

Student visitors not enrolled at NACS are not allowed to visit classroom teachers or spend the day at school unless granted special permission by the building principal.

TELEPHONE USE

Telephone calls may be made to the school office between the hours of 8:00 a.m. and 3:30 p.m. Students will be called to the Main Office to receive calls only in extreme emergencies. Only messages of an urgent nature will be delivered to the students.

Students are allowed to use the telephone in the office after receiving permission from the principal or secretary. A valid reason must be given to use it.

Cell phones are not to be brought to school under any circumstances. Violation of this rule may warrant confiscation of the item and a parent to pick it up.

TESTING

Testing plays an important part in your child's education. This is one method in which teachers find out what level your child is functioning and exactly what your child is able to do.

New York State Tests

1. English Language Arts (ELA) ~ Grades 3-5
March 24-31, 2020
2. Mathematics Test ~ Grades 3-5
April 20-27, 2020
3. Program Evaluation in Science ~ Grade 4
Performance Test – May 27-28, 2020
Written Test – June 1, 2020

Please make your best effort to schedule doctor's appointments, vacations, etc. around these very important dates. It can become very difficult to provide make-ups in the timeframe provided by New York State.

Hearing Tests

Students in Pre-K, K, Grades 1, 3, 5 and new entrants

Vision Tests

Students in Pre-K, K, Grades 1, 3, 5 and new entrants

Physical Examinations

Students in Pre-K, K, Grades 1, 3, 5 and new entrants

Psychological Testing

Students can be referred to the principal who will then refer them to the school psychologist for an individualized learning profile. Parents will be notified to obtain permission for such testing.

TEXTBOOKS AND EQUIPMENT

District owned textbooks will be disseminated by teachers in September to all students. Students are responsible for the care of books and any equipment used in school during the school year. All textbooks in the student's possession are encouraged to be covered and labeled immediately when received from the teacher. All textbooks must be returned at the end of the school year.

If textbooks or equipment being used by the student are damaged or lost intentionally or unintentionally, the student must pay for the textbook or equipment. If books are found later, a refund will be made to the student. Book payment amounts will be determined by the age of the book.

TRANSPORTATION

The Northern Adirondack Central School District provides safe transportation to all students who are legally eligible to ride to and from school. Proper bus behavior is extremely important for the safety of all students. The following general rules are expected to be followed by the students. Parents should review these rules with their child(ren).

Misconduct will be reported immediately to the principal. Persistent improper conduct or bad language may cause the student to be denied the privilege of riding the bus.

1. Students are to be orderly enough not to disturb the bus driver.
 - a. Refrain from shouting and other boisterous activity.
 - b. Refrain from talking to the driver while the bus is in motion.
 - c. Show due consideration to the driver.
2. Students are to remain seated while the bus is in motion.
 - a. Each student must go directly to his/her seat upon entering the bus.
 - b. Each student must remain seated until the bus has stopped.
3. Students are to neither purposely nor carelessly destroy property.
 - a. Orderly behavior in the bus is essential at all times. Rough housing is not only hard on the seats and interior finish; it also makes it difficult for the driver to drive.
 - b. Students are to keep their feet off the seats.
 - c. Students are to keep sharp objects off the upholstery.
4. Students are not to extend arms or other parts of the body out through windows.

5. Students are not to throw objects about in the bus or out through windows.
 - a. Waste paper and other refuse are not to be scattered along the highway. Provisions are to be made inside for such materials and are to be disposed of at the end of the trip.
 - b. Books and other property are to be properly stowed on laps.
 - c. The aisle is to be clear.
 - d. Shooting “paper wads” or other materials in the bus is NOT PERMISSIBLE.
6. All students who come to school on a bus are to return home on the same bus unless:
 - a. The student is taking part in a school activity that requires him/her to stay after school.
 - b. The student has been asked by a teacher to remain after school (parents must be notified).
 - c. The student has a written request from home signed by parents to ride on a different bus. ***The complete name of the person the child is to visit should be given - not Grandma’s or Aunt Mary’s, etc. - along with a street address for more accuracy in putting your child on the correct bus*** (see BUS PASSES).
 - d. He/She is picked up by parent or someone else who has written permission from the parent to pick up the child. ***The parent or whoever is picking the child up must report to the main office to sign the child out. Your child will be called to the Main Entrance while you wait.*** If you plan to pick up your child at dismissal time, please call before 1:30 p.m. We will announce at 2:15 p.m. that your child will be expected to report to the office at dismissal time and not board the bus. ***In the event a parent is late coming to school, children may not be taken from the bus. The office must be contacted first so arrangements can be made.***
 - e. Parents who are picking children up must not drive around the parked buses while children are boarding. Parents are to wait until all children are boarded before entering or leaving the parking lot.
 - f. Parents of Kindergarten children are to notify his/her teacher of any change in transportation, so the teacher can be sure your child boards the correct bus.
 - g. In the morning, students are to be on time and must not keep the bus waiting.

VISITORS TO THE SCHOOL

The Board of Education encourages parents and other district citizens to visit the district’s schools and classrooms. Since schools are a place of work and learning however, certain limits must be set for such visits. The building principal or his/her designee is responsible for all persons in the building and on the grounds for these reasons; the following rules apply to all visitors to the school:

- Anyone who is not a regular staff member of the elementary school or student is considered a visitor.
- All visitors must report to the Main Entrance upon arrival. They will be asked to state the nature of their visit to the monitor. If the visit is approved, the visitor is required to sign the visitor’s register and will be issued a badge which needs to be worn at all times while in the school or on school grounds. The visitor must return the badge to the Main Entrance and sign out before leaving the building.
- Visitors attending school functions open to the public, such as PTO meetings or public gatherings after school hours, are not required to sign in.
- Community members who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s) so that class disruption is kept to a minimum.
- Teachers will gladly make appointments to discuss individual matters.
- Any unauthorized person on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- All visitors are expected to abide by the rule for public conduct on school property contained in the district’s code of conduct.
- Forgotten items, such as homework, lunch or sneakers need to be dropped off at the Main Entrance.

EQUAL OPPORTUNITY AND NONDISCRIMINATION

The Board of Education, its officers and employees, shall not discriminate in its programs and activities on the basis of race, color, national origin, creed, religion, marital status, sex, age, sexual orientation, disability or predisposing genetic characteristic. The district will provide notice of this policy in accordance with federal and state law and regulation.

This policy of nondiscrimination includes access by students to educational programs, counseling services for students, course offerings, and student activities, as well as recruitment and appointment of employees and employment pay, benefits, advancement and/or terminations.

The Board of Education, its officers and employees shall not discriminate against students on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex; sexual orientation, or gender (including gender identity and expression).

A finding that an individual has engaged in conduct in violation of this policy may result in disciplinary action and/or filing of a report with third parties in the manner prescribed by the district code of conduct, the law or applicable contract.

Nothing in this policy shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction or activity based on a person's gender that would be permissible under the law, or to prohibit, as discrimination based on disability, actions that would be permissible under the law.

Annual Notification

At the beginning of each school year, the district shall publish a notice of the established grievance procedures for resolving complaints of discrimination to parents/guardians, employees, students and the community. The public notice shall:

1. inform parents, employees, students and the community that education programs, including but not limited to vocational programs, are offered
2. without regard to actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex; sexual orientation, or gender (including gender identity and expression;
3. provide the name, address and telephone number of the person designated to coordinate activities concerning discrimination; and
4. be included in announcements, bulletins, catalogues, and applications made available by the district.

The **Superintendent** has been designated to handle inquiries regarding the district's non-discrimination policies. Contact information for the **Superintendent** is available on the district's website. Complaints of sexual harassment or discrimination are covered by policy 0110.

All complainants and those who participate in the investigation of a complaint in conformity with state law and district policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

The Board authorizes the Superintendent of Schools to establish such rules, regulations and procedures necessary to implement and maintain this policy.

Cross-ref: 0110, Sexual Harassment
5030, Student Complaints and Grievances
5300, Code of Conduct
9140.1, Staff Complaints and Grievances

Ref: Age Discrimination in Employment Act of 1967 29 U.S.C. §621 *et seq.*
Americans with Disabilities Act, 42 U.S.C. §12101 *et seq.*
Title VI, Civil Rights Act of 1964, 42 U.S.C. §2000d *et seq.* (nondiscrimination based on race, color, and national origin in federally assisted programs)
Title VII, Civil Rights Act of 1964, 42 U.S.C. §2000e *et seq.* (nondiscrimination based on race, color, and national origin in employment)
Title IX, Education Amendments of 1972, 20 U.S.C. §1681 *et seq.* (nondiscrimination based on sex)
§504, Rehabilitation Act of 1973, 29 U.S.C. §794
Individuals with Disabilities Education Law, 20 U.S.C §§1400 *et seq.*
Genetic Information Nondiscrimination Act of 2008 P.L. 110-233
34 C.F.R. §§ 100.6, 104.8, 106.9, 110.25

Executive Law §290 *et seq.* (New York State Human Rights Law)

Education Law §§10-18 (The Dignity for All Students Act)

Education Law §§313(3), 3201, 3201-a

1st Reading of Revisions: April 17, 2012

Adoption date: May 07, 2012

EQUAL OPPORTUNITY AND NONDISCRIMINATION REGULATION

The procedures set forth in this regulation do not supersede any protection complainants are provided under existing state or federal law.

Definitions

1. *Complainant* shall mean an applicant, employee, student or vendor who alleges that they have been subjected to discrimination, which may be a violation of this policy, as well as a violation of federal or state law or associated regulations, which has affected him/her.
2. *Complaint* shall mean any alleged act of discrimination which may be a violation of this policy, which may also violate federal and state civil rights laws or associated regulations.
3. *Compliance Officer* shall mean the employee designated by the Board of Education to coordinate efforts to comply with and carry out responsibilities under the Civil Rights Act of 1964, Section 504 and the ADA. The district's compliance officer is the Middle School Principal.

The investigation and resolution of any complaints alleging an action prohibited by the Civil Rights Act of 1964, as amended, Section 504 of the Rehabilitation Act or the ADA shall be dealt with in the following prompt, equitable and impartial manner:

A. Stage I--Compliance Officer

1. As soon as practicable, if possible within 30 days after the events giving rise to the allegation, the complainant shall file a complaint, preferably in writing using the district's complaint form, with the Compliance Officer. The Compliance Officer may informally discuss the complaint with the complainant. He/She shall promptly and thoroughly investigate the matter. All employees and students of the school district shall cooperate with the Compliance Officer in such investigation.
2. Within 15 days of receipt of the complaint, the Compliance Officer shall make a finding in writing that there has or has not been a violation of the Civil Rights Act, Section 504 of the Rehabilitation Act or the ADA. In the event the Compliance Officer finds that there has been a violation, he/she shall propose a resolution of the complaint.
3. If the complainant is not satisfied with the finding of the Compliance Officer, or with the proposed resolution of the complaint, the complainant may, within 15 days after he/she has received the report of the Compliance Officer, file a written request for review by the Superintendent of Schools.

B. Stage II--Superintendent of Schools

1. The Superintendent may request that the complainant, the Compliance Officer, student, or any member of the school district staff present a written statement to him/her setting forth any information that such person has relative to the complaint and the facts surrounding it.
2. The Superintendent shall notify all parties concerned as to the time and place when an informal hearing will be held where such parties may appear and present oral and written statements supplementing their position in the case. Such hearing shall be held within 15 school days of the receipt of the appeal by the Superintendent.
3. Within 15 days of the hearing, the Superintendent shall render his/her determination in writing. Such determination shall include a finding that there has or has not been a violation of the Civil Rights Act, Section 504 of the Rehabilitation Act or the ADA, and if applicable, a proposal for equitably resolving the complaint.
4. If the complainant is not satisfied with the determination of the Superintendent or the proposed resolution, the complainant may, within 15 days after its receipt, file with the Clerk of the Board of Education, a written request for review by the Board.

C. Stage III--Board of Education

1. When a request for review by the Board has been made, the Superintendent shall submit all written statements and other materials concerning the case to the President of the Board.
2. The Board shall notify all parties concerned of the time and place when a hearing will be held. Such hearing will be held within 15 school days of the receipt of the request of the complainant.
3. The Board shall render a decision in writing within 15 days after the hearing has been concluded.

1st Reading of Revisions:

Adoption date: May 07, 2012

SEXUAL HARASSMENT

The Board of Education recognizes that harassment of students and staff on the basis of sex, gender and/or sexual orientation is abusive and illegal behavior that harms targets and negatively impacts the school culture by creating an environment of fear, distrust, intimidation and intolerance. The Board further recognizes that preventing and remedying such harassment in schools is essential to ensure a healthy, nondiscriminatory environment in which students can learn and employees can work productively.

Sex-based harassment can be comprised of two types of behavior: sexual harassment and/or gender-based harassment. Sexual harassment is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature (see regulation 0110-R for examples). Gender-based harassment includes verbal, nonverbal or physical aggression, intimidation or hostility that is based on actual or perceived gender and sexual stereotypes (see regulation 0110-R for examples). Sexual or gender-based harassment of a student can deny or limit the student's ability to participate in or to receive benefits, services, or opportunities from the school's program.

The Board is committed to providing an educational and working environment that promotes respect, dignity and equality and that is free from all forms of sexual harassment. To this end, the Board condemns and strictly prohibits all forms of sexual harassment on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the district.

Because sexual harassment can occur staff to student, staff to staff, student to student, student to staff, male to female, female to male, male to male or female to female, it shall be a violation of this policy for any student, employee or third party (school visitor, vendor, etc.) to sexually harass any student or employee. In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all targets of sexual harassment and persons with knowledge of sexual harassment report the harassment immediately. The district will promptly investigate all complaints of sexual harassment, either formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner. Limited disclosure may be necessary to complete a thorough investigation. If the complainant reports that they feel unsafe at school due to the nature of the complaint, the district will determine if accommodations need to be made until the issue is resolved.

If, after appropriate investigation, the district finds that a student, an employee or a third party has violated this policy, prompt corrective action will be taken in accordance with the applicable collective bargaining agreement, district policy and state law.

All complainants and those who participate in the investigation of a complaint of sexual harassment have the right to be free from retaliation of any kind.

The Superintendent of Schools is directed to develop and implement regulations for reporting, investigating and remedying allegations of sexual harassment. These regulations are to be attached to this policy. In addition, training programs shall be established for students and employees to raise awareness of the issues surrounding sexual harassment and to implement preventative measures to help reduce incidents of sexual harassment. Age-appropriate instructional materials will be incorporated into the curriculum to educate students so that they can recognize and reduce the incidence of sexual harassment.

This policy shall be posted in a prominent place in each district facility, on the district's website, and shall also be published in student registration materials, student, parent and employee handbooks, and other appropriate school publications.

Ref: Education Amendments of 1972, Title IX, 20 U.S.C. §1681 *et seq.*
 Title VII of Civil Rights Act (1964), 42 U.S.C. §2000-e; 34 CFR §100 *et seq.*
Davis v. Monroe County Board of Education, 526 U.S. 629, 652 (1999)
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
Burlington Industries v. Ellerth, 524 U.S. 742 (1998)
Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)
Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)
 Office for Civil Rights *Revised Sexual Harassment Guidance (January 19, 2001)*
 Office for Civil Rights, *Dear Colleague Letter: Sexual Harassment Issues (2006)*
 Office for Civil Rights, *Dear Colleague Letter: Bullying (October 26, 2010)*

1st Reading of Revisions: April 17, 2012
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SEXUAL HARASSMENT REGULATION

This regulation is intended to create and preserve an educational and working environment free from unlawful sexual harassment on the basis of sex, gender and/or sexual orientation in furtherance of the district's commitment to provide a healthy and productive environment for all students and employees that promotes respect, dignity and equality.

Sexual Harassment Defined

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature.

"Gender-based harassment" means verbal, non-verbal or physical aggression, intimidation or hostility that is based on actual or perceived gender identity or expression.

Sexual or gender-based harassment occurs when:

1. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of an employee's employment or a student's education (including any aspect of the student's participation in school-sponsored activities, or any other aspect of the student's education); or
2. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting an employee's employment or a student's education; or
3. the conduct or communication has the purpose or effect of substantially or unreasonably interfering with an employee's work performance or a student's academic performance or participation in school-sponsored activities, or creating an intimidating, hostile or offensive working or educational environment.

Unacceptable Conduct

School-related conduct that the district considers unacceptable and which may constitute sexual harassment includes, but is not limited to, the following:

1. rape, attempted rape, sexual assault, attempted sexual assault, forcible sexual abuse, hazing, and other sexual and gender-based activity of a criminal nature as defined under the State Penal Law;
2. unwelcome sexual invitations or requests for sexual activity in exchange for grades, promotions, preferences, favors, selection for extracurricular activities or job assignments, homework, etc.;
3. unwelcome and offensive public sexual display of affection, including kissing, making out, groping, fondling, petting, inappropriate touching of one's self or others, sexually suggestive dancing, and massages;
4. any unwelcome communication that is sexually suggestive, sexually degrading or implies sexual motives or intentions, such as sexual remarks or innuendoes about an individual's clothing, appearance or activities; sexual jokes; sexual gestures; public conversations about sexual activities or exploits; sexual rumors and "ratings lists;" howling, catcalls, and whistles; sexually graphic computer files, messages or games, etc.;
5. unwelcome and offensive name calling or profanity that is sexually suggestive, sexually degrading, implies sexual intentions, or that is based on sexual stereotypes or sexual orientation, gender identity or expression;
6. unwelcome physical contact or closeness that is sexually suggestive, sexually degrading, or sexually intimidating such as the unwelcome touching of another's body parts, cornering or blocking an individual, standing too close, spanking, pinching, following, stalking, frontal body hugs, etc.;
7. unwelcome and sexually offensive physical pranks or touching of an individual's clothing, such as hazing and initiation, "streaking," "mooning," "snuggies" or "wedgies" (pulling underwear up at the waist so it goes in between the buttocks), bra-snapping, skirt "flip-ups," "spiking" (pulling down someone's pants or swimming suit); pinching; placing hands inside an individual's pants, shirt, blouse, or dress, etc.;
8. unwelcome leers, stares, gestures, or slang that are sexually suggestive; sexually degrading or imply sexual motives or intentions;
9. clothing with sexually obscene or sexually explicit slogans or messages;
10. unwelcome and offensive skits, assemblies, and productions that are sexually suggestive, sexually degrading, or that imply sexual motives or intentions, or that are based on sexual stereotypes;
11. unwelcome written or pictorial display or distribution of pornographic or other sexually explicit materials such as magazines, videos, films, Internet material, etc.;
12. any other unwelcome behavior that is offensive, degrading, intimidating, or demeaning, including, but not limited to:
 - a. disparaging remarks, slurs, jokes about or aggression toward an individual because the person displays mannerisms or a style of dress inconsistent with stereotypical characteristics of the person's sex;
 - b. ostracizing or refusing to participate in group activities with an individual during class projects, physical education classes or field trips because of the individual's sex, gender expression or gender identity;

- c. taunting or teasing an individual because they are participating in an activity not typically associated with the individual's sex or gender

For purposes of this regulation, action or conduct shall be considered "unwelcome" if the student or employee did not request or invite it and regarded the conduct as undesirable or offensive. In addition, in the remainder of this regulation, the term sexual harassment will refer to both sexual and gender-based harassment.

Determining if Prohibited Conduct is Sexual Harassment

Complaints of sexual harassment will be thoroughly investigated to determine whether the totality of the behavior and circumstances meet any of the elements of the above definition of sexual harassment and should therefore be treated as sexual harassment. Not all unacceptable conduct with sexual connotations may constitute sexual harassment. In many cases (other than quid pro quo situations where the alleged harasser offers academic or employment rewards or threatens punishment as an inducement for sexual favors), unacceptable behavior must be sufficiently severe, pervasive and objectively offensive to be considered sexual harassment. If the behavior doesn't rise to the level of sexual harassment, but is found to be objectionable behavior, the individual will be educated and counseled in order to prevent the behavior from continuing.

In evaluating the totality of the circumstances and making a determination of whether conduct constitutes sexual harassment, the individual investigating the complaint should consider:

1. the degree to which the conduct affected the ability of the student to participate in or benefit from his or her education or altered the conditions of the student's learning environment or altered the conditions of the employee's working environment;
2. the type, frequency and duration of the conduct;
3. the identity of and relationship between the alleged harasser and the subject of the harassment (e.g., sexually based conduct by an authority figure is more likely to create a hostile environment than similar conduct by another student or a co-worker);
4. the number of individuals involved;
5. the age and sex of the alleged harasser and the subject of the harassment;
6. the location of the incidents and context in which they occurred;
7. other incidents at the school; and
8. incidents of gender-based, but non-sexual harassment.

Reporting Complaints

Any person who believes he or she has been the target of sexual harassment by a student, district employee or third party related to the school is required to report complaints as soon as possible after the incident in order to enable the district to effectively investigate and resolve the complaint. Targets are encouraged to submit the complaint in writing; however, complaints may be filed verbally.

Complaints should be filed with the **Principal or the Title IX coordinator**.

Any school employee who receives a complaint of sexual harassment from a student shall inform the student of the employee's obligation to report the complaint to the school administration, and then shall immediately notify the **Principal and/or the Title IX coordinator**.

In order to assist investigators, targets should document the harassment as soon as it occurs and with as much detail as possible including: the nature of the harassment; dates, times, places it has occurred; name of harasser(s); witnesses to the harassment; and the target's response to the harassment.

Confidentiality

It is district policy to respect the privacy of all parties and witnesses to complaints of sexual harassment. To the extent possible, the district will not release the details of a complaint or the identity of the complainant or the individual(s) against whom the complaint is filed to any third parties who do not need to know such information. However, because an individual's need for confidentiality must be balanced with the district's legal obligation to provide due process to the accused, to conduct a thorough investigation, or to take necessary action to resolve the complaint, the district retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances to individuals with a need to know. The staff member responsible for investigating complaints will discuss confidentiality standards and concerns with all complainants.

If a complainant requests that his/her name not be revealed to the individual(s) against whom a complaint is filed, the staff member responsible for conducting the investigation shall inform the complainant that:

1. the request may limit the district's ability to respond to his/her complaint;
2. district policy and federal law prohibit retaliation against complainants and witnesses;
3. the district will attempt to prevent any retaliation; and
4. the district will take strong responsive action if retaliation occurs.

If the complainant still requests confidentiality after being given the notice above, the investigator will take all reasonable steps to investigate and respond to the complaint consistent with the request as long as doing so does not preclude the district from responding effectively to the harassment and preventing the harassment of other students or employees.

Investigation and Resolution Procedure

A. Initial (Building-level) Procedure

The Principal or the Title IX coordinator shall conduct a preliminary review when they receive a verbal or written complaint of sexual harassment, or if they observe sexual harassment. Except in the case of severe or criminal conduct, the **Principal or the Title IX coordinator** should make all reasonable efforts to resolve complaints informally at the school level. The goal of informal investigation and resolution procedures is to end the harassment and obtain a prompt and equitable resolution to a complaint.

As soon as possible but no later than three working days following receipt of a complaint, the **Principal or Title IX coordinator** should begin an investigation of the complaint according to the following steps:

1. Interview the target and document the conversation. Instruct the target to have no contact or communication regarding the complaint with the alleged harasser. Ask the target specifically what action he/she wants taken in order to resolve the complaint. Refer the target, as appropriate, to school social workers, school psychologists, crisis team managers, other school staff, or appropriate outside agencies for counseling services.
2. Review any written documentation of the harassment prepared by the target. If the target has not prepared written documentation, instruct the target to do so, providing alternative formats for individuals with disabilities and young children, who have difficulty writing and need accommodation.
3. Interview the alleged harasser regarding the complaint and inform the alleged harasser that if the objectionable conduct has occurred, it must cease immediately. Document the conversation. Provide the alleged harasser an opportunity to respond to the charges in writing.
4. Instruct the alleged harasser to have no contact or communication regarding the complaint with the target and to not retaliate against the target. Warn the alleged harasser that if he/she makes contact with or retaliates against the target, he/she will be subject to immediate disciplinary action.
5. Interview any witnesses to the complaint. Where appropriate, obtain a written statement from each witness. Caution each witness to keep the complaint and his/her statement confidential.
6. Review all documentation and information relevant to the complaint.
7. Where appropriate, suggest mediation as a potential means of resolving the complaint. In addition to mediation, use appropriate informal methods to resolve the complaint, including but not limited to:
 - a. discussion with the accused, informing him or her of the district's policies and indicating that the behavior must stop;
 - b. suggesting counseling and/or sensitivity training;
 - c. conducting training for the department or school in which the behavior occurred, calling attention to the consequences of engaging in such behavior;
 - d. requesting a letter of apology to the complainant;
 - e. writing letters of caution or reprimand; and/or
 - f. separating the parties.
8. Parent/Student/Employee Involvement and Notification
 - a. Parents of student targets and accused students shall be notified within one school day of allegations that are serious or involve repeated conduct.

- b. The parents of students who file complaints are welcome to participate at each stage of both informal and formal investigation and resolution procedures.
- c. If either the target or the accused is a disabled student receiving special education services under an IEP or section 504/Americans with Disabilities Act accommodations, the committee on special education will be consulted to determine the degree to which the student's disability either caused or is affected by the discrimination or policy violation. In addition, due process procedures required for persons with disabilities under state and federal law shall be followed.
- d. The **Principal or Title IX Coordinator** (i.e., the investigator) shall submit a copy of all investigation and interview documentation to the Superintendent.
- e. The investigator shall report back to both the target and the accused, notifying them in writing, and also in person as appropriate regarding the outcome of the investigation and the action taken to resolve the complaint. The investigator shall instruct the target to report immediately if the objectionable behavior occurs again or if the alleged harasser retaliates against him/her.
- f. The investigator shall notify the target that if he/she desires further investigation and action, he/she may request a district level investigation by contacting the Superintendent of Schools. The investigator shall also notify the target of his/her right to contact the U.S. Department of Education's Office for Civil Rights and/or a private attorney. Employees may also contact the U.S. Equal Employment Opportunity Commission or the New York State Division of Human Rights.

If the initial investigation results in a determination that sexual harassment did occur, the investigator will promptly notify the Superintendent, who shall then take prompt disciplinary action in accordance with district policy, the applicable collective bargaining agreement or state law.

If a complaint received by the **Principal or the Title IX Coordinator** contains evidence or allegations of serious or extreme harassment, such as employee to student harassment, criminal touching, quid pro quo (e.g., offering an academic or employment reward or punishment as an inducement for sexual favors), or acts which shock the conscience of a reasonable person, the complaint shall be referred promptly to the Superintendent. In addition, where the **Principal or the Title IX coordinator** has a reasonable suspicion that the alleged harassment involves criminal activity, he/she should immediately notify the Superintendent, who shall then contact appropriate child protection and law enforcement authorities. Where criminal activity is alleged or suspected by a district employee, the accused employee shall be suspended pending the outcome of the investigation, consistent with all contractual or statutory requirements.

Any party who is not satisfied with the outcome of the initial investigation by the **Principal or the Title IX coordinator** may request a district-level investigation by submitting a written complaint to the Superintendent within 30 days.

B. District-level Procedure

The Superintendent shall promptly investigate and resolve all sexual harassment complaints that are referred to him/her by a **Principal or Title IX coordinator**, as well as those appealed to the Superintendent following an initial investigation by a **Principal or Title IX coordinator**. In the event the complaint of sexual harassment involves the Superintendent, the complaint shall be filed with or referred to the Board President, who shall refer the complaint to a trained investigator not employed by the district for investigation.

The district level investigation should begin as soon as possible but not later than three working days following receipt of the complaint by the Superintendent or Board President.

In conducting the formal district level investigation, the district will use investigators who have received formal training in sexual harassment investigation or that have previous experience investigating sexual harassment complaints.

If a district investigation results in a determination that sexual harassment did occur, prompt corrective action will be taken to end the harassment. Where appropriate, district investigators may suggest mediation as a means of exploring options of corrective action and informally resolving the complaint.

No later than 30 days following receipt of the complaint, the Superintendent (or in cases involving the Superintendent, the Board-appointed investigator) will notify the target and alleged harasser, in writing, of the outcome of the investigation. If additional time is needed to complete the investigation or take appropriate action, the Superintendent or Board-appointed investigator will provide all parties with a written status report within 30 days following receipt of the complaint.

The target and the alleged harasser have the right to be represented by a person of their choice, at their own expense, during sexual harassment investigations and hearings. In addition, targets have the right to register sexual harassment complaints with the U.S. Department of Education's Office for Civil Rights.

Employee targets also have the right to register complaints with the federal Equal Employment Opportunity Commission and the New York State Division of Human Rights. Nothing in these regulations shall be construed to limit the right of the complainant to file a lawsuit in either state or federal court.

Retaliation Prohibited

Any act of retaliation against any person who opposes sexually harassing behavior, or who has filed a complaint, is prohibited and illegal, and therefore subject to disciplinary action. Likewise, retaliation against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing of a sexual harassment complaint is prohibited. For purposes of this policy, retaliation includes but is not limited to: verbal or physical threats, intimidation, ridicule, bribes, destruction of property, spreading rumors, stalking, harassing phone calls, and any other form of harassment. Any person who retaliates is subject to immediate disciplinary action, up to and including suspension or termination.

Discipline/Penalties

Any individual who violates the sexual harassment policy by engaging in prohibited sexual harassment will be subject to appropriate disciplinary action. Disciplinary measures available to school authorities include, but are not limited to the following:

Students: Discipline may range from a reprimand up to and including suspension from school, to be imposed consistent with the student conduct and discipline policy and applicable law.

Employees: Discipline may range from a warning up to and including termination, to be imposed consistent with all applicable contractual and statutory rights.

Volunteers: Penalties may range from a warning up to and including loss of volunteer assignment.

Vendors: Penalties may range from a warning up to and including loss of district business.

Other individuals: Penalties may range from a warning up to and including denial of future access to school property.

False Complaints: False or malicious complaints of sexual harassment may result in corrective or disciplinary action taken against the complainant.

Training: All students and employees shall be informed of this policy in student and employee handbooks, on the district website and student registration materials. A poster summarizing the policy shall also be posted in a prominent location at each school. All secondary school student body officers shall receive district training about the policy at the beginning of each school year.

In addition, age-appropriate curricular materials will be made available so that it can be incorporated in instruction K-12 to ensure that all students are educated to recognize and report sexual harassment.

All new employees shall receive information about this policy and regulation at new employee orientation. All other employees shall be provided information at least once a year regarding this policy and the district's commitment to a harassment-free learning and working environment. Principals, Title IX coordinators, and other administrative employees who have specific responsibilities for investigating and resolving complaints of sexual harassment shall receive yearly training on this policy, regulation and related legal developments.

Principals in each school and program directors shall be responsible for informing students and staff on a yearly basis of the terms of this policy, including the procedures established for investigation and resolution of complaints, general issues surrounding sexual harassment, the rights and responsibilities of students and employees, and the impact of sexual harassment on the target.

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Adoption date: May 07, 2012

STUDENT HARASSMENT AND BULLYING PREVENTION AND INTERVENTION

The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality. The Board recognizes that discrimination, such as harassment, hazing and bullying, are detrimental to student learning and achievement. These behaviors interfere with the mission of the district to educate its students and disrupt the operation of the schools. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

To this end, the Board condemns and strictly prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events.

Discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds which can be reasonably expected to materially and substantially interfere with the requirements of appropriate discipline in the operation of the school or impinge on the rights of other students are prohibited, and may be subject to disciplinary consequences.

Definitions

Bullying

Bullying is understood to be a repeated activity which harms or induces fear through the threat of further aggression and/or creates terror. In order to facilitate implementation of this policy, provide meaningful guidance and prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term “harassment”) to describe a range of misbehaviors such as harassment, hazing, intimidation or discrimination. The accompanying regulation provides more guidance regarding the definition and characteristics of bullying.

Discrimination

Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated in the *Definitions* section, under Harassment, below).

Hazing

Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

Harassment

Harassment has been defined in various ways in federal and state law and regulation. The Board recognizes that these definitions are important standards, but the Board’s goal is to prevent misbehavior from escalating in order to promote a positive school environment and to limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person’s actual or perceived:

- race,
- color,
- weight,
- national origin,
- ethnic group,
- religion,
- religious practice,
- disability,
- sex,
- sexual orientation, or
- gender (including gender identity and expression),
- socio-economic status

In some instances, bullying or harassment may constitute a violation of an individual's civil rights. The district is mindful of its responsibilities under the law and in accordance with district policy regarding civil rights protections.

Prevention

The school setting provides an opportunity to teach children, and emphasize among staff, that cooperation with and respect for others is a key district value. A program geared to prevention is designed to not only decrease incidents of bullying but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction. Staff members and students will be sensitized, through district-wide professional development and instruction, to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur.

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

In order to implement this program the Board will designate at its annual organizational meeting a ***Bullying Prevention Coordinator (BPC)***. The role of the **BPC** is to coordinate and enforce this policy. In addition, the Superintendent will establish a district-wide ***Task Force on Bullying Prevention***, as well as ***Bullying Prevention Coordinating Committees*** in each school that will be overseen by the **BPC**. Committees will include representation from staff, administration, students and parents. The district-wide task force and the school-level committee will assist the administration in developing and implementing specific prevention initiatives, including early identification of bullying and other strategies. In addition, the program will include reporting, investigating, remedying and tracking allegations of bullying. The accompanying regulation provides more detail on the specific programs and strategies implemented by the district.

Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building.

Successful intervention may involve remediation. Remedial responses to bullying and harassment include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target. Remediation may be targeted to the individual(s) involved in the bullying behavior or environmental approaches which are targeted to the school or district as a whole.

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

Provisions for students who do not feel safe at school

The Board acknowledges that, notwithstanding actions taken by district staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed in order to help ensure the safety of the student and bring this to the attention of the building principal. The building principal, other appropriate staff, the student and the student's parent will work together to define and implement any needed accommodations.

The district recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually. The student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Training

The Board recognizes that in order to implement an effective bullying prevention and intervention program, professional development is needed. The Superintendent, the **BPC** and the District Professional Development Team will incorporate training to support this program in new teacher orientation and the annual professional development plan, as needed. Training opportunities will be provided for all staff, including but not limited to bus drivers, cafeteria and hall monitors and all staff who have contact with students. The **BPC** will be trained in accordance with state requirements and will continue their professional development so as to successfully support this policy and program.

Reporting and Investigation

Although it can be difficult to step forward, the district can't effectively address bullying if incidents are not reported. Students who have been bullied, parents whose children have been bullied or other students or staff who observe bullying behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided.

At all times, complaints will be documented, tracked and handled in accordance with the regulations and procedures accompanying this policy, or, if applicable, **[0100, Equal Opportunity and Nondiscrimination, or 0110, Sexual Harassment]** and the district's Code of Conduct. If a staff person is unsure of the reporting procedure, he/she is expected to inquire about how to proceed by speaking with their supervisor. Incidents will be included in the Violent and Disruptive Incident Reporting (VADIR) system when applicable.

There shall be a duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying that they observe to their building principal or other administrator who supervises their employment. In addition, there shall be a further duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying of which they are made aware by students to their building principals or other administrator who supervises their employment. Supervisors will refer the information to appropriate district staff for investigation as designated in regulation. A district employee may be deemed to have permitted unlawful discrimination or harassment if he/she fails to report an observed incident, whether or not the target complains.

The results of the investigation shall be reported back to both the target and the accused in accordance with the accompanying regulation. If either of the parties disagrees with the results of the investigation, they can appeal the findings in accordance with the regulations that accompany this policy.

Disciplinary Consequences/Remediation

While the focus of this policy is on prevention, bullying acts may still occur. In these cases, offenders will be given the clear message that their actions are wrong and the behavior must improve. Student offenders will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action will be taken by the administration in accordance with the district's Code of Conduct, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors, and must be consistent with the district's Code of Conduct.

Non-Retaliation

All complainants and those who participate in the investigation of a complaint in conformity with state law and district policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Dissemination, Monitoring, Review, and Reporting

This policy, or a plain language summary, shall be published in student registration materials, student, parent and employee handbooks, and posted on the district's website. A bullying complaint form will be available on the district's website. The district will ensure that the process of reporting bullying is clearly explained.

Each year, as part of the annual review of the Code of Conduct, this policy will be reviewed to assess its effectiveness and compliance with state and federal law. If changes are needed, revisions will be recommended to the Board for its consideration.

The Board will receive the annual VADIR report, for each building and for the district as whole, with particular attention to the trends in the incidence of bullying. In addition, the Board will receive on an annual basis a more detailed report of the number of bullying incidents that occur, disaggregated by school, student demographic information and type of incident. Based on the review of the data, the Board may consider further action, including but not limited to modification of this policy and additional training.

The district will ensure that reporting of information to the public will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA).

Cross-ref: 0100, Equal Opportunity and Nondiscrimination
 0110, Sexual Harassment
 4321, Programs for Students with Disabilities
 5300, Code of Conduct
 5710, Violent and Disruptive Incident Reporting
 9700, Staff Development

Ref: Dignity for All Students Act, Education Law, §10 – 18
 Americans with Disabilities Act, 42 U.S.C. §12101 *et seq.*
 Title VI, Civil Rights Act of 1964, 42 U.S.C. §2000d *et seq.*
 Title VII, Civil Rights Act of 1964, 42 U.S.C. §2000e *et seq.*; 34 CFR §100 *et seq.*
 Title IX, Education Amendments of 1972, 20 U.S.C. §1681 *et seq.*

§504, Rehabilitation Act of 1973, 29 U.S.C. §794

Individuals with Disabilities Education Law, 20 U.S.C §§1400 *et seq.*

Executive Law §290 *et seq.* (New York State Human Rights Law)

Education Law §§313(3), 3201, 3201-a

Tinker v. Des Moines Independent Community School Dist., 393 US 503, (1969) *Davis v. Monroe County Board of Education*, 526 U.S. 629 (1999)

Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)

Faragher v. City of Boca Raton, 524 U.S. 775 (1998)

Burlington Industries v. Ellerth, 524 U.S. 742 (1998)

Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)

Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)

Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

1st Revised Reading: April 17, 2012

Adoption date: May 07, 2012

STUDENT HARASSMENT AND BULLYING PREVENTION AND INTERVENTION REGULATION

The Board condemns and strictly prohibits all forms of discrimination, such as harassment, hazing, intimidation and bullying on school grounds, school buses and at all school-sponsored activities, programs and events.

Definitions

Bullying

In order to facilitate implementation, provide meaningful guidance and prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term “harassment”), which is understood to be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. Bullying may be premeditated or a sudden activity. It may be subtle or easy to identify, done by one person or a group. Bullying often includes the following characteristics:

1. **Power imbalance** - occurs when a bully uses his/her physical or social power over a target.
2. **Intent to harm** - the bully seeks to inflict physical or emotional harm and/or takes pleasure in this activity.
3. **Threat of further aggression** - the bully and the target believe the bullying will continue.
4. **Terror** - when any bullying increases, it becomes a “systematic violence or harassment used to intimidate and maintain dominance.”

(Barbara Coloroso, *The Bully, The Bullied & The Bystander*, 2003)

There are at least three kinds of bullying: verbal, physical and social/relational.

- Verbal bullying includes name calling, insulting remarks, verbal teasing, frightening phone calls, violent threats, extortion, taunting, gossip, spreading rumors, racist slurs, threatening electronic communications (“cyberbullying”), anonymous notes, etc.
- Physical bullying includes poking, slapping, hitting, tripping or causing a fall, choking, kicking, punching, biting, pinching, scratching, spitting, twisting arms or legs, damaging clothes and personal property, or threatening gestures.
- Social or relational bullying includes excluding someone from a group, isolating, shunning, spreading rumors or gossiping, arranging public humiliation, undermining relationships, teasing about clothing, looks, giving dirty looks, aggressive stares, etc.
- The New York State Education Department provides further guidance on bullying and cyberbullying prevention on the following website: http://www.p12.nysed.gov/technology/internet_safety/documents/cyberbullying.html

Discrimination

Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as listed under *Harassment* as defined below).

Harassment

Harassment has been defined in various ways in federal and state law (including the penal law) and regulation. The Board recognizes that these definitions are important standards, but the Board’s goal is to prevent behaviors from escalating to violations of law and, instead, to promote a positive school environment and limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person’s actual or perceived:

- race,
- color,
- weight,
- national origin,
- ethnic group,
- religion,
- religious practice,
- disability,
- sex,
- sexual orientation, or

- gender (including gender identity and expression).
- Gender identity is one's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.
- Gender expression is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice or mannerisms,
- Social-economic status

Hazing

Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

Prevention

Prevention is the cornerstone of the district's effort to address bullying and harassment. The components of such an effort involve the following:

- Following the principles and practices of "*Educating the Whole Child Engaging the Whole School: Guidelines and Resources for Social and Emotional Development and Learning (SEDL) in New York State* – Adopted by the Board of Regents July 18, 2011." District curriculum will emphasize developing empathy, tolerance and respect for others.
- Learning about and identifying the early warning signs and precursor behaviors that may lead to bullying.
- Gathering information about bullying at school directly from students (through surveys and other mechanisms); analyzing and using the data gathered to assist in decision-making about programming and resource allocation.
- Establishing clear school wide and classroom rules about bullying consistent with the district's code of conduct.
- Training adults in the school community to respond sensitively and consistently to bullying.
- Raising awareness among adults, through training, of the school experiences of marginalized student populations (as enumerated in the *Definitions* section above), social stigma in the school environment, gender norms in the school environment, and strategies for disrupting bullying, intimidation, harassment or other forms of violence.
- Providing adequate supervision, particularly in less structured areas such as in the hallways, cafeteria, school bus and playground.
- Raising parental awareness and involvement in the prevention program and in addressing problems.
- Using educational opportunities or curriculum, including, if applicable, the Individual Educational Program (IEP), to address the underlying causes and impact of bullying.

Role of the Bullying Prevention Coordinator (BPC)

The Board of Education will annually designate a staff member, who has been thoroughly trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), and sex, as the Bullying Prevention Coordinator (BPC), accountable for implementation of this policy. The BPC will be responsible for coordinating and enforcing this policy and regulation in each school building, including but not limited to coordination of:

- the work of the building-level committees;
- professional development for staff members and,
- the complaint process, and
- management of the Dignity Act's civility curriculum components.

Reporting and Investigation

In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all targets and persons with knowledge of bullying report such behavior immediately to **the principal or the principal's designee** as soon as possible after the incident so that it may be effectively investigated and resolved. The district will also make a bullying complaint form available on its website to facilitate reporting. The district will collect relevant data from written and verbal complaints to allow reporting to the Board on an annual basis.

The district will promptly and equitably investigate all complaints, formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner, although limited disclosure may be necessary to complete a thorough investigation.

In order to assist investigators, individuals should document the bullying as soon as it occurs and with as much detail as possible including: the nature of the incident(s); dates, times, places it has occurred; name of perpetrator(s); witnesses to the incident(s); and the target's response to the incident.

If, after appropriate investigation, the district finds that a student, an employee or a third party has violated this policy, prompt corrective and possibly disciplinary action will be taken in accordance with the code of conduct, applicable collective bargaining agreement, district policy and state law. If the reported behavior constitutes a civil rights violation, the complaint procedure associated with that policy will be followed, as applicable. If either of the parties disagrees with the findings of the initial investigation, an appeal may be made to the Superintendent in accordance with the process described below.

Confidentiality

It is district policy to respect the privacy of all parties and witnesses to bullying. To the extent possible, the district will not release the details of a complaint or the identity of the complainant or the individual(s) against whom the complaint is filed to any third parties who do not need to know such information. However, because an individual's desire for confidentiality must be balanced with the district's legal obligation to provide due process to the accused, to conduct a prompt and thorough investigation, and/or to take necessary action to resolve the complaint, the district retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances to individuals with a need to know. The staff member responsible for investigating complaints will discuss confidentiality standards and concerns with all complainants.

If a complainant requests that his/her name not be revealed to the individual(s) against whom a complaint is filed, the staff member responsible for conducting the investigation shall inform the complainant that:

1. the request may limit the district's ability to respond to his/her complaint;
2. district policy and federal law prohibit retaliation against complainants and witnesses;
3. the district will attempt to prevent any retaliation; and
4. the district will take strong responsive action if retaliation occurs.

If the complainant still requests confidentiality after being given the notice above, the investigator will take all reasonable steps to investigate and respond to the complaint consistent with the request as long as doing so does not preclude the district from responding effectively to the bullying and preventing the bullying of other students.

Investigation and Resolution Procedure

A. Initial (Building-level) Procedure

Whenever a complaint of bullying is received whether verbal or written, it will be subject to a preliminary review and investigation. Except in the case of severe or criminal conduct, the **principal, or the principal's designee** shall make all reasonable efforts to resolve complaints informally at the school level. The goal of informal procedures is to end the bullying, prevent future incidents, ensure the safety of the target and obtain a prompt and equitable resolution to a complaint.

As soon as possible, but no later than **three working days** following receipt of a complaint, **the principal or the principal's designee** should begin an investigation of the complaint by:

- Reviewing any written documentation provided by the target(s).
- Conducting separate interviews of the target(s), alleged perpetrator(s), and witnesses, if any, and documenting the conversations.
- Providing the alleged perpetrator(s) a chance to respond and notify him/her that if objectionable behavior has occurred, it must cease immediately. The individual will be made aware of remediation opportunities as well as potential disciplinary consequences.
- Determining whether the complainant needs any accommodations to ensure his/her safety, and following up periodically until the complaint has been resolved. Accommodations may include, but are not limited to:
 - A "permanent" hall pass that allows the student to visit a designated adult at any time;
 - Access to private bathroom facilities;

- Access to private locker room facilities;
- An escort during passing periods;
- If the student feels unsafe in a specific class, an opportunity for individual tutoring or independent study until the case is resolved;
- An opportunity for independent study at home with district-provided tutor until the case is resolved;
- Permission to use personal cell phone in the event that the student feels threatened and needs immediate access to parent or guardian;
- Assignment of a bus monitor.

The district recognizes that there is a need to balance accommodations, which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually, and the student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Parents of student targets and accused students should be notified within one school day of allegations that are serious or involve repeated conduct.

Where appropriate, informal methods may be used to resolve the complaint, including but not limited to:

- a. discussion with the accused, informing him or her of the district's policies and indicating that the behavior must stop;
- b. suggesting counseling, skill building activities and/or sensitivity training;
- c. conducting training for the department or school in which the behavior occurred, calling attention to the consequences of engaging in such behavior;
- d. requesting a letter of apology to the target;
- e. writing letters of caution or reprimand; and/or
- f. separating the parties.

Appropriate disciplinary action shall be recommended and imposed in accordance with district policy, the applicable collective bargaining agreement or state law. School districts should make every effort to attempt to first resolve the misconduct through non-punitive measures.

The investigator shall report back to both the target and the accused, within **one week** notifying them in writing, and also in person, as appropriate, regarding the outcome of the investigation and the action taken to resolve the complaint. The actions taken will be in conformance with the *Remediation/Discipline/Penalties* section of this regulation. The target shall report immediately if the objectionable behavior occurs again or if the alleged perpetrator retaliates against him/her.

If a complaint contains evidence or allegations of serious or extreme bullying, or a civil rights violation, the complaint shall be referred promptly to the Superintendent. The complainant will also be advised of other avenues to pursue their complaint, including contact information for state and federal authorities.

In addition, where the **principal or the principal's designee** has a reasonable suspicion that the alleged bullying incident involves criminal activity, he/she should immediately notify the Superintendent, who shall then contact the school attorney, appropriate child protection and, if appropriate, law enforcement authorities.

Any party who is not satisfied with the outcome of the initial investigation may request a district-level investigation by submitting a written complaint to the Superintendent within 30 days.

B. District-level Procedure

The Superintendent or his/her designee shall promptly investigate and equitably resolve all bullying complaints that are referred to him/her, as well as those appealed to the Superintendent following an initial investigation. In the event the complaint involves the Superintendent, the complaint shall be filed with or referred to the Board President, who shall refer the complaint to an appropriate independent individual for investigation.

The district level investigation should begin as soon as possible **but not later than three working days** following receipt of the complaint by the Superintendent or Board President.

In conducting the formal district level investigation, the district will endeavor to use individuals who have received formal training regarding such investigations or that have previous experience investigating such complaints.

If a district level investigation results in a determination that bullying did occur, prompt corrective action will be taken to end the misbehavior in accordance with the *Remediation/Discipline/Penalties* section of this regulation.

No later than 30 days following receipt of the complaint, the Superintendent (or in cases involving the Superintendent, the Board-appointed investigator) will notify the target and alleged perpetrator, in writing, of the outcome of the investigation. If additional time is needed to complete the investigation or take appropriate action, the Superintendent or Board-appointed investigator will provide all parties with a written status report within 30 days following receipt of the complaint.

Any party who is not satisfied with the outcome of the district-level investigation may appeal to the Board of Education by submitting a written request to the Board President within 30 days.

C. Board-level Procedure

When a request for review by the Board has been made, the Superintendent shall submit all written statements and other materials concerning the case to the President of the Board.

The Board shall notify all parties concerned of the time and place when a hearing will be held. Such hearing will be held within 15 school days of the receipt of the request of the complainant.

The Board shall render a decision in writing within 15 days after the hearing has been concluded.

The district shall retain documentation associated with complaints and investigations in accordance with Schedule ED-1.

Retaliation Prohibited

Any act of retaliation against any person who opposes bullying behavior, or who has filed a complaint, is prohibited and illegal, and therefore subject to disciplinary action. Likewise, retaliation against any person who has testified assisted, or participated in any manner in an investigation, proceeding, or hearing of a bullying complaint is prohibited. For purposes of this policy, retaliation includes but is not limited to: verbal or physical threats, intimidation, ridicule, bribes, destruction of property, spreading rumors, stalking, harassing phone calls, and any other form of harassment. Any person who retaliates is subject to immediate disciplinary action up to and including suspension or termination.

Remediation/Discipline/Penalties

Any individual who violates this policy by engaging in bullying will be subject to appropriate action, which may include disciplinary action. Remedial responses to bullying include measures designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Appropriate remedial measures may include, but are not limited to:

- Restitution and restoration;
- Peer support group;
- Corrective instruction or other relevant learning or service experience;
- Changes in class schedule
- Supportive intervention;
- Behavioral assessment or evaluation;
- Behavioral management plan, with benchmarks that are closely monitored;
- Student counseling;
- Parent conferences; or
- Student treatment or therapy.

Environmental remediation may include, but is not limited to:

- School and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- Modification of schedules;
- Adjustment in hallway traffic and other student routes of travel;
- Targeted use of monitors;
- Parent education seminars/workshops;
- Peer support groups.

Disciplinary measures available to school authorities include, but are not limited to the following:

Students: Discipline may range from a reprimand up to and including suspension from school, to be imposed consistent with the Code of Conduct and applicable law.

Employees: Discipline may range from a warning up to and including termination, to be imposed consistent with all applicable contractual and statutory rights.

Volunteers: Penalties may range from a warning up to and including loss of volunteer assignment.

Vendors: Penalties may range from a warning up to and including loss of district business.

Other individuals: Penalties may range from a warning up to and including denial of future access to school property.

Policy Dissemination

All students and employees shall be informed of this policy in student and employee handbooks, on the district website and student registration materials.

All employees shall receive information about this policy and regulation at least once a year.

Principals in each school shall be responsible for informing students and staff on a yearly basis of the terms of this policy, including the procedures for filing a complaint and information about the impact of bullying on the target and bystanders.

Training

Training needs in support of this bullying prevention and intervention program will be reflected in the district's annual professional development plan, new teacher orientation, in curriculum and will be considered in the budget process. The bullying prevention coordinator, administrative employees and other staff, such as counselors or social workers who have specific responsibilities for investigating and/or resolving complaints of bullying shall receive yearly training to support implementation of this policy, regulation and on related legal developments.

1st Revised Reading: April 17, 2012

Adoption date: May 07, 2012

HARASSMENT AND/OR BULLYING COMPLAINT FORM

The purpose of this form is to inform the district of an incident or series of incidents of bullying and/or harassment so we can investigate and take appropriate steps. **If you feel unsafe, or if your child feels that way, fill out this form, but we urge you to speak directly with (the building principal by either visiting the office or calling as soon as possible so we can address your concerns.**

Student Name: _____ Student ID: _____

Grade: _____ School: _____

Describe the incident(s). Please include when and where it happened.

List the name(s) of the individual(s) accused of bullying and/or harassment.

Were there any witnesses? ☐ Yes ☐ No If yes, please list the names of the individual(s).

I certify that all statements on this form are accurate and true to the best of my knowledge.

Signature

Date

Please attach any supporting documentation (i.e., copies of emails, notes, photos, etc.).

Return this form to: ***Building Principal
Northern Adirondack Central School District
PO Box 164, 5572 Rte. 11
Ellenburg Depot, NY 12935***

Note on confidentiality: In order to investigate the complaint, the district will disclose the content of the complaint only to those persons who have a need to know. This form will not be shown to the accused student(s)/staff.

Cc: Bullying Prevention Coordinator

() Required
 () Local
 (X) Notice

HIV/AIDS POLICY

The Board further recognizes the privacy rights of students diagnosed with HIV infection or AIDS and their right to a free appropriate public education; the rights of HIV infected employees to privacy and reasonable accommodations; the rights of all non-infected individuals to a safe environment free of any significant risks to their health; and the rights of all students to instruction regarding the nature, transmission, prevention, and treatment of HIV infection, pursuant to the Commissioner's Regulation, Part 135.3.

No individual shall be denied access to any program or activity sponsored by or conducted on the grounds of the district, solely on the basis of his/her status as an HIV-infected individual.

Students

It is the policy of the Board that:

1. A student's education shall not be interrupted or curtailed solely on the basis of his/her HIV status. HIV-infected students shall be afforded the same rights, privileges, and services available to every other student.
2. No student shall be referred to the Committee on Special Education solely on the basis of his/her HIV status. A student who is infected with HIV shall be referred to the Committee on Special Education (CSE) only when the student's disability interferes with his/her ability to benefit from instruction. Such referral shall be made in accordance with Part 200 of Commissioner's Regulations.
3. If a student who is HIV-infected requires special accommodations to enable him/her to continue to attend school, the student shall be referred to the appropriate multidisciplinary team as required by §504 of the Rehabilitation Act.
4. No disclosure of HIV-related information involving a student shall be made without first obtaining the informed consent of the parent, guardian or student on the Department of Health (DOH) approved form.

Employees

It is the policy of the Board that:

1. No employees shall be prevented from continuing in his/her employment solely on the basis of his/her HIV status; such employees are entitled to all rights, privileges, and services accorded to other employees and shall be entitled to reasonable accommodations to the extent that such accommodations enable such individuals to perform their duties.
2. No disciplinary action or other adverse action shall be taken against any employee solely on the basis of his/her status as an HIV infected or a person with AIDS. Such action will only be taken where, even with the provision of reasonable accommodations, the individual is unable to perform his/her duties.
3. All employees shall have access to the district's exposure control plan as required by the federal Office of Safety and Health Association (OSHA).
4. In accordance with OSHA regulations, training in universal precautions and infection control shall be offered to all employees and shall be provided to every employee with potential occupational exposure.

Confidentiality

Any information obtained regarding the HIV status of an individual connected to the school shall not be released to third parties, except to those persons who are:

1. named on an Authorization for Release of Confidential HIV Related Information form;
2. named in a special HIV court order; or
3. as indicated in Public Health Law §2782, when necessary to provide health care to the individual (i.e., to the school physician and the school nurse).

Any employee who breaches the confidentiality of a person who is HIV infected shall be subject to disciplinary action in accordance with applicable law and/or collective bargaining agreement.

HIV/AIDS Testing

No school official shall require a student or employee to undergo an HIV antibody test or other HIV-related test. In accordance with OSHA regulations in the event of an incident involving the exposure one individual to a potentially infectious body fluids of another individual, particularly blood or any other fluid which contains visible blood, an HIV test may be requested but NOT required. The request and refusal must be documented.

However, school officials shall not be precluded from requiring a student or employee to undergo a physical examination pursuant to Education Law §§903 and 913, when other illness is suspected (e.g., tuberculosis), as long as no HIV antibody test or other HIV-related test is administered without the individual's informed consent as required by Public Health Law §27-F.

To implement this policy, the Superintendent of Schools is directed to arrange for staff training, to distribute copies of this policy to all employees of the district, and to include it in the district's student handbook, and to establish an advisory council to make recommendations on the development, implementation, and evaluation of HIV/AIDS instruction as a part of comprehensive health education.

Cross-ref: 5420, Student Health Services
 8123, Hygiene Precautions and Procedures

Ref: 29 USC §§794 et seq. (Rehabilitation Act of 1973)
 20 USC §§1400 et seq. (Individuals with Disabilities Education Act)
 42 U.S.C. §12132, et seq. (Americans with Disabilities Act)
 34 CFR Part 104
 29 CFR Part 1910.1030
 Executive Law §296 (Human Rights Law)
 Education Law §§903; 913
 Public Health Law, Article 27-F
 8 NYCRR §§29.1(g); 135.3; 136.3
 An Implementation Package for HIV/AIDS Policy in New York State School Districts,
 NYS HIV/AIDS Prevention Education Program, June 17, 1998

1st Reading: March 16, 2009
Adoption date: April 20, 2009

PARENT INVOLVEMENT POLICY

The district will implement programs, activities and procedures for involving parents in the planning, the design and the implementation of the Title I remedial programs. Parents will be encouraged to participate in this process in the following ways:

- An invitational meeting will be held in the fall of each school year for this purpose.
- A questionnaire will be sent home in the last newsletter of the school year asking parents to evaluate the school climate. Any input received will be used to revise the necessary programs for the next school year.
- Parents will be notified of their child's placement into the program, the reason for placement and the plan for remediation in September/October of each school year.
- Student's progress reports will be sent home on a regular basis.
- Opportunities for parent conferences will be provided for the purpose of reviewing the child's remedial plan and informing/training parents of instructional techniques that could be used at home that would complement the child's learning style.
- Parents will be given the opportunity to review the School Performance Profile Compact.
- Parents will be given the opportunity to review the School Performance Profile i.e. School Report Card.
- Parents will be given the opportunity to participate in workshops, view videotapes of reading strategies, borrow reading theme bags, etc.
- Fall Festival will be held in the early fall to allow families to make connections with the staff on an informal basis.
- Technology workshops for parents will be offered to give parents the opportunity to improve their technological skills, so they will be able to aid their children in that area.
- Newsletters will be sent to all parents monthly which includes a Title I corner. This article will provide information about the Title I program, and aids parents with working at home with their children.

1st Reading: March 16, 2007

Adoption Date: April 20, 2009

Revised: July 6, 2010

Revised: June 18, 2012

Revised: August 19, 2013

COMPUTER USE IN INSTRUCTION REGULATION

The following rules and regulations govern the use of the district's computer network system and access to the Internet.

I. Administration

- The Superintendent of Schools or his/her designee shall oversee the district's computer network.
- The Superintendent of Schools or his/her designee shall monitor and examine all network activities, as appropriate, to ensure proper use of the system.
- The Superintendent of Schools or his/her designee shall be responsible for disseminating and interpreting district policy and regulations governing use of the district's network at the building level with all network users.
- The Superintendent of Schools or his/her designee shall provide employee training for proper use of the network and will ensure that staff supervising students using the district's network provide similar training to their students, including providing copies of district policy and regulations governing use of the district's network.
- The Superintendent of Schools or his/her designee shall ensure that all disks and software loaded onto the computer network have been scanned for computer viruses.
- All student agreements to abide by district policy and regulations and parental consent forms shall be kept on file in the district office.

II. Internet Access

- Students will be provided Internet access while on campus.
- Students will be provided with individual access accounts.
- Students may have Internet access after permission forms have been completed.
- Student Internet access may be restricted depending on the grade level.
- In order to access the Internet students must use the district's network
- All users will be prohibited from accessing social networking sites outside of specific class related assignments; playing non-educational online games; purchasing or selling anything online (unless authorized for district purposes); and watching non-educational videos online or any other site deemed inappropriate by District administration.
- Students are not to participate in chat rooms.
- Students may not construct their own web pages using district computer resources.
- Students will have individual and/or group e-mail address if authorized by District administration.

A staff member will be required to monitor all some of these activities.

III. Acceptable Use and Conduct

- Access to the district's computer network is provided for educational purposes and research consistent with the district's mission and goals.
- Use of the district's computer network is a privilege, not a right. Inappropriate use may result in the suspension or revocation of that privilege.
- Each individual in whose name an access account is issued is responsible at all times for its proper use.
- All network users will be issued a login name and password. Passwords must be changed periodically.
- Only those network users who have properly registered their device with or who have been issued a district-owned device, may access the district's system from off-site (e.g., from home) with permission from District administration.
- All network users are expected to abide by the generally accepted rules of network etiquette. This includes being polite and using only appropriate language. Abusive or sexual language or images, vulgarities and swear words are all inappropriate.
- Network users identifying a security problem on the district's network must notify the appropriate teacher, administrator or computer network coordinator. Under no circumstance should the user demonstrate the problem to anyone other than to the district official or employee being notified.
- Any network user identified as a security risk or having a history of violations of district computer use guidelines may be denied access to the district's network.

IV. Prohibited Activity and Uses

The following is a list of prohibited activity concerning use of the district's computer network. Violation of any of these prohibitions may result in discipline or other appropriate penalty, including suspension or revocation of a user's access to the network.

- Using the network for commercial activity, including advertising.
- Infringing on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting or making available any copyrighted software on the district computer network.

- Using the network to receive, transmit or make available to others obscene, offensive, or sexually explicit material.
- Using the network to receive, transmit or make available to others messages that are racist, sexist, abusive or harassing to others.
- Using another user's account or password.
- Attempting to read, delete, copy or modify the electronic mail (e-mail) of other system users and deliberately interfering with the ability of other system users to send and/or receive e-mail.
- Forging or attempting to forge e-mail messages.
- Using the network to send anonymous messages or files. Using the network to receive, transmit or make available to others a message that is inconsistent with the district's Code of Conduct.
- Revealing the personal address, telephone number or other personal information of oneself or another person.
- Intentionally disrupting network traffic or crashing the network and connected systems.
- Installing personal software or using personal disks on the district's computers and/or network without the permission of the appropriate district official or employee.
- Using district computing resources for commercial or financial gain or fraud.
- Stealing data, equipment or intellectual property.
- Gaining or seeking to gain unauthorized access to any files, resources, or computer or phone systems, or vandalize the data of another user.
- Wastefully using finite district resources.
- Changing or exceeding resource quotas as set by the district without the permission of the appropriate district official or employee.
- Using the network while access privileges are suspended or revoked.
- Using the network in a fashion inconsistent with directions from teachers and other staff and generally accepted network etiquette.

V. No Privacy Guarantee

Students using the district's computer network should not expect, nor does the district guarantee privacy for electronic mail (e-mail) or any use of the district's computer network. If a student is using his/her personal device to access the district's network, the student must keep school work separate from personal files, since school work is subject to district access.] The district reserves the right to access and view any material stored on district equipment or any material used in conjunction with the district's computer network.

VI. Sanctions

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

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

VII. District Responsibilities

The district makes no warranties of any kind, either expressed or implied, for the access being provided. Further, the district assumes no responsibility for the quality, availability, accuracy, nature or reliability of the service and/or information provided. Users of the district's computer network and the Internet use information at their own risk. Each user is responsible for verifying the integrity and authenticity of the information that is used and provided.

The district will not be responsible for any damages suffered by any user, including, but not limited to, loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by its own negligence or the errors or omissions of any user. The district also will not be responsible for unauthorized financial obligations resulting from the use of or access to the district's computer network or the Internet.

Further, even though the district may use technical or manual means to regulate access and information, these methods do not provide a foolproof means of enforcing the provisions of the district policy and regulation.

Adoption date: June 16, 2014

() Required
 () Local
 (X) Notice

HOMELESS CHILDREN

The Board of Education recognizes its responsibility to identify homeless children within the district, encourage their enrollment and eliminate existing barriers to their education which may exist in district practices. The Board will provide that homeless children attending the district's schools access to the same free and appropriate public education, including preschool education, as other children.

A homeless child is a child who lacks a fixed, regular, and adequate nighttime residence or who has a primary nighttime location in a public or private shelter designed to provide temporary living accommodations, or a place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. This definition also includes a child who shares the housing of others due to loss of housing, economic hardship, or similar reason; lives in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; lives in a car, park, public space or abandoned building, substandard housing, bus or train station or similar setting; has been abandoned in a hospital or is awaiting foster care placement; or is a migratory child who qualifies as homeless.

A homeless child has the right to attend school in either the district of origin (i.e., where he/she resided before becoming homeless), the district of current location, or a district participating in a regional placement plan.

The Superintendent of Schools shall develop procedures necessary to expedite the homeless child's access to the designated school. Such procedures shall include:

1. **Admission:** Upon designation, the district shall immediately admit the homeless child to school, even if the child is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation and even if there is a dispute with the child's parents regarding school selection or enrollment.
 Homeless children will have the same opportunity as other children to enroll in and succeed in the district's schools. They will not be placed in separate schools or programs based on their status as homeless.
2. **Transportation:** The district shall provide transportation for homeless students currently residing within the district as required by applicable law.
3. **School Records:** For homeless students attending school out of the district, the district shall, within five days of receipt of a request for records, forward a complete copy of the homeless child's records including proof of age, academic records, evaluation, immunization records and guardianship paper, if applicable.

The Superintendent shall also designate a liaison for homeless children and ensure that this person is aware of his or her responsibilities under the law. The liaison's responsibilities shall include, but not be limited to, ensuring that:

1. parents of homeless children are informed of the educational and related opportunities available to them, including transportation;
2. enrollment disputes involving homeless children are promptly mediated and resolved;
3. school personnel in coordination with shelters and social service agencies and other appropriate entities identify homeless children, including homeless preschoolers;
4. homeless children receive appropriate educational services;

In accordance with Commissioner's regulations, the district shall collect and transmit to the Commissioner information necessary to assess the educational needs of homeless children within the State.

Ref: 42 USC §§11431, et seq.
 School Enrollment Guidelines on the McKinney-Vento Act, 67 Fed. Reg. 10,697-10,701 (March 8, 2002)
 Education Law §§207; 305; 3202; 3205; 3209
 Executive Law §§532-b; 532-e
 Social Services Law §§17; 62; 397
 8 NYCRR §§100.2; 175.6

1st Reading: September 21, 2009
 Adoption date: October 19, 2009

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
NOTICE REGARDING ACCESS TO STUDENT RECORDS AND STUDENT INFORMATION**

Dear Parent or Eligible Student:

This is to advise you of your rights with respect to student records pursuant to the Family Educational Rights and Privacy Act (FERPA). FERPA is a federal law designed to protect the privacy of student records. The law gives parents and students over 18 years of age (referred to in the law as “eligible students”) the following rights:

1. **The right to inspect and review the student’s education records within 45 days of the day the district receives a request for access.** Parents or eligible students should submit to the Building Principal a written request that identifies the records they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. **The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.** Parents or eligible students may ask the district to amend a record that they believe is inaccurate or misleading by writing the Principal, clearly identifying the part of the record they want changed, and specifying why it is inaccurate or misleading.

If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. **The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA.** The Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue SW
Washington, DC 20202-4605

NOTIFICATION OF DIRECTORY INFORMATION DESIGNATIONS

In addition to the rights outlined above, FERPA also gives the school district the option of designating certain categories of student information as “directory information.” Directory information includes a student’s name, address, telephone number, date and place of birth, major course of study, participation in school activities or sports, weight and height if a member of an athletic team, dates of attendance, degrees and awards received, most recent school attended, class schedule, photograph, and class roster.

You may object to the release of any or all of this “directory information.” However, you must do so in writing within 10 business days of receiving this notice. If we do not receive a written objection, we will be authorized to release this information without your consent. For your convenience, you may note your objections to the release of directory information on the enclosed form and return it to the Building Principal.

Sincerely,
Lisa M. Silver, Elementary Principal

NOTIFICATION OF DIRECTORY INFORMATION DESIGNATIONS

In addition to the rights outlined in the accompanying letter (5500-E.1), FERPA also gives the school district the option of designating certain categories of student information as “directory information.” Directory information includes student *[include only those designated as directory information]*:

- Name
- ID number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems (only if the id cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the student’s identity)
- Address
- Telephone number
- Date and place of birth
- Major course of study
- Participation in school activities or sports
- Weight and height if a member of an athletic team
- Dates of attendance
- Degrees and awards received
- Most recent school attended
- Grade level
- Photograph
- E-mail address
- Enrollment status

You may object to the release of any or all of this “directory information.” However, you must do so in writing within 10 business days of receiving this notice. If we do not receive a written objection, we will be authorized to release this information without your consent. For your convenience, you may note your objections to the release of directory information on the enclosed form (5500-E.3) and return it to the Building Principal.

SAMPLE FORM

Dear Parent or Eligible Student:

The school district has designated certain categories of student information as “directory information.” Directory information includes a student’s name, address, telephone number, date and place of birth, major course of study, participation in school activities or sports, weight and height if a member of an athletic team, dates of attendance, degrees and awards received, most recent school attended, class schedule, photograph, and class roster.

If you object to the release of any or all of the directory information listed above, you must do so in writing within 10 business days of receiving this notice. For your convenience, you may note your objections to the release of directory information on this form and return it to the Building Principal.

Please do not release directory information without my prior consent.

List names of child(ren) below:

_____	_____
_____	_____
_____	_____
_____	_____

(Parent/Guardian or Eligible Student Signature)

(Date)

NORTHERN ADIRONDACK CENTRAL SCHOOL DISTRICT PARENTS' BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY

The Northern Adirondack Central School District is committed to ensuring student privacy in accordance with local, state and federal regulations and district policies. To this end and pursuant to U.S. Department of Education (DOE) regulations (Education Law §2-d), the district is providing the following Parents' Bill of Rights for Data Privacy and Security:

- A student's personally identifiable information cannot be sold or released for any commercial or marketing purposes.
- Parents have the right to inspect and review the complete contents of their child's education record, including any student data maintained by the Northern Adirondack Central School District. This right of inspection of records is consistent with the federal Family Educational Rights and Privacy Act (FERPA). Under the more recently adopted regulations (Education Law §2-d), the rights of inspection are extended to include data, meaning parents have the right to inspect or receive copies of any data in their child's educational record. The New York State Education Department (SED) will develop further policies and procedures related to these rights in the future.
- State and federal laws protect the confidentiality of personally identifiable information and safeguards associated with industry standards and best practices, including but not limited to, encryption, firewalls and password protection, must be in place when data is stored or transferred.
- A complete list of all student data elements collected by the state is available for public review in an Excel file at <http://www.p12.nysed.gov/irs/sirs/documentation/NYSEDstudentData.xlsx> or in a PDF file at www.nacs1.org. Parents may also obtain a copy of this list by writing to the Office of Information & Reporting Services, New York State Education Department, Room 863 EBA, 89 Washington Avenue, Albany, N.Y. 12234.
- Parents have the right to have complaints about possible breaches of student data addressed. Complaints should be directed to: Brian Tousignant, Business Executive, 5572 Rt. 11, Ellenburg Depot, NY 12935, btousignant@nacs1.org. Complaints to SED should be directed to: Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, NY 12234; the e-mail address is cpo@mail.nysed.gov. SED's complaint process is under development and will be established through regulations from the department's chief privacy officer, who has yet to be appointed.

Additional student data privacy information

This bill of rights is subject to change based on regulations of the commissioner of education and the SED chief privacy officer, as well as emerging guidance documents from SED. For example, these changes/additions will include requirements for districts to share information about third-party contractors that have access to student data, including:

- How the student, teacher or principal data will be used;
- How the third-party contractors (and any subcontractors/ others with access to the data) will abide by data protection and security requirements;
- What will happen to data when agreements with third-party contractors expire;
- If and how parents, eligible students, teachers or principals may challenge the accuracy of data that is collected; and
- Where data will be stored to ensure security and the security precautions taken to ensure the data is protected, including whether the data will be encrypted.

More information

If you would like more information, please contact: Laura J. Marlow, Superintendent of Schools 5572 Route 11 Ellenburg Depot, NY 12935 518-594-7060 lmarrow@nacs1.org. More information is also available on the following websites:

- [New York State Department of Education guidance document](#) issued on July 29, 2014 (PDF)
- [U.S. Department of Education press release: Guidance for Schools Issued on How to Keep Parents Better Informed on the Data They Collect on Students](#) (PDF)
- [Privacy Technical Assistance Center \(PTAC\)](#): newly established one-stop resource for education stakeholders to learn about data privacy.

Adopted: February 23, 2015

(X) Required

(x) Local

(x) Notice

STUDENT PRIVACY

The Board recognizes its responsibility to enact policies that protect student privacy, in accordance with law. This is particularly relevant in the context of the administration of surveys that collect personal information, the disclosure of personal information for marketing purposes and in conducting physical exams.

Surveys

The Board of Education recognizes that student surveys are a valuable tool in determining student needs for educational services. In accordance with law and Board policy, parental consent is required for minors to take part in surveys which gather any of the following information:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. religious practices, affiliations or beliefs of the student or the student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

In the event that the district plans to survey students to gather information included in the list above, the district will obtain written consent from the parent/guardian in advance of administering the survey. The notification/consent form will also apprise the parent/guardian of their right to inspect the survey prior to their child's participation.

Marketing

It is the policy of the Board not to collect, disclose, or use personal information gathered from students for the purpose of marketing or selling that information or providing it to others for that purpose. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students or educational institutions such as:

- a. College or other postsecondary education recruitment, or military recruitment;
- b. Book clubs, magazines and programs providing access to low-cost literary products;
- c. Curriculum and instructional materials used in schools;
- d. Tests and assessments used to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information for students or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- e. Student recognition programs; and
- f. The sale by students of products or services to raise funds for school-related activities.

In the event that such data is collected by the district, disclosure or use of student personal information will be protected by the district pursuant to the requirements of the Family Educational Rights and Privacy act (FERPA). [For guidance regarding the disclosure of "directory information," rather than personal information, see policy 5500, Student Records.]

Inspection of Instructional Material

Parents/guardians shall have the right to inspect, upon request, any instructional material, used as part of the educational curriculum for students. "Instructional material" is defined as: "instructional content that is provided to a student, regardless of format including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). It does not include tests or academic assessments."

A parent/guardian who wishes to inspect and review such instructional material shall submit a request in writing to the Building Principal. Upon receipt of such request, arrangements shall be made to provide access to such material to within 30 calendar days after the request has been received.

Invasive Physical Examinations

Prior to the administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law, a student's parent/guardian will be notified and given an opportunity to opt their child out of the exam. Hearing, vision and scoliosis screenings are not subject to prior notification.

Notification

Parents/guardians and eligible students shall be notified at least annually, at the beginning of the school year, and when enrolling students for the first time in district schools of this policy. The school district shall also notify parents/guardians within a reasonable period of time after any substantive change to this policy.

Cross-ref: 5420, Student Health Services
 5500, Student Records

Ref: 20 USC §1232h (No Child Left Behind Act)
 34 CFR Part 98
 Education Law §903

1st Reading: December 21, 2009
Adoption date: January 25, 2010

**NORTHERN ADIRONDACK CENTRAL SCHOOL DISTRICT
NON-DISCRIMINATION NOTICE**

The Northern Adirondack Central School District hereby advises students, parents, employees, and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to age, gender, race, color, religion, marital status, sexual preference, national origin or disability. It is the responsibility of the Northern Adirondack Central School District to identify and evaluate students with disabilities under Section 504 who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services or programs in order that such students may receive the required free appropriate education. Each qualified student within the District who is eligible to receive regular or special education or related aids and services, regardless of the nature or severity of the condition necessitating such programs or services, shall receive a free appropriate education in the District. Questions regarding this policy may be referred to:

Pamela Ross
Title IX Coordinator
5572 Rt. 11
PO Box 164
Ellenburg Depot, NY 12935
518-594-3962

Cindy Hoff
504 Compliance Officer
5572 Rt. 11
PO Box 164
Ellenburg Depot, NY 12935
518-594-3986

***Complaint Procedure
Title IX and Section 504***

The following procedure is to be followed by any student or employee who wishes to complain about the compliance of the Northern Adirondack Central School District and the provisions of Title IX of the Education Amendments of 1972 and the regulations of the United States Department of Health, Education and Welfare, or the provisions of Section 504 of the Rehabilitation Act of 1973 or related thereto:

Step 1:

The complaint shall be reduced to writing and submitted to the building principal to resolve the complaint. That official shall, within 10 working days thereafter, make a written response to the complainant with a copy to the compliance officer.

Step 2:

If the complainant is not satisfied with the decision rendered at Step 1, the complainant shall have the right, within 10 working days of the date of transmittal of the decision at Step 1, to appeal to the compliance officer. This appeal shall be in writing setting forth the details of the complaint and the redress or corrective action sought.

The compliance officer shall convene a hearing in the matter within 30 days and shall cause a permanent record of the proceedings to be made. Within 30 days of the conclusion of the hearing the compliance officer shall return a decision to the complainant and a report to the Superintendent.

The Superintendent will issue orders he/she may feel necessary to implement the findings and recommendations of the compliance officer and/or make recommendations for policy changes to the Board of Education as the Superintendent may feel are warranted by the circumstances.

Step 3:

In the event that the complaint is against the policies of the personnel division, under such circumstances that the Building Principal may be viewed as the respondent, the Superintendent will decide whether the Superintendent or the compliance officer will hear the complaint.

The record of the Step 2 hearing shall be available to the Superintendent and to the Board of Education for their use in evaluating the recommendations of the compliance officer. A copy of the record will be made available to the complainant.

In arriving at their decision, neither the Superintendent nor the Board of Education shall consider any evidence other than that contained in the record.

In the event that the Superintendent disagrees in whole or in part with the conclusions and recommendations of the compliance officer, the decision of the Superintendent shall be final.

Appeals from actions taken by the Superintendent and the Board of Education shall be made pursuant to law.

**NORTHERN ADIRONDACK CENTRAL SCHOOL DISTRICT
DISCRIMINATION/DISCRIMINATORY HARASSMENT COMPLAINT FORM**

Name of Person Filing this Complaint: _____

My Address: _____

My Home Telephone No.: () _____ My Work No.: () _____

Date of Alleged Discrimination or Harassment: _____, 20____

Names (s) of person(s) you believe discriminated against or harassed you:

List all witnesses to this incident:

Where did this incident occur?

Description of Incident: Describe the incident as clearly as possible, including such things as" what verbal statements (i.e. threats, requests, demands, derogatory comments, ethnic slurs, etc. ;) what, if any, physical contact was involved; what did you do to avoid the situation and let the harasser know that the behavior was offensive to you, etc. (Attach additional pages, if necessary.)

(Complete one form for each incident)

I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

Signature of Person Filing this Complaint

Date of Signature

Received by: _____

Date of Receipt

SPECIAL EDUCATION SERVICES NOTICE

Chapter 434 of the Laws of 2014 amended Education Law 4402 effective July 1, 2015 to require public schools to notify every parent of their rights regarding referral and evaluation of their child for purposes of special education services or programs upon their child's enrollment or attendance in a public school. This notification must be provided to parents of all students in the district – not just parents of students with disabilities.

The District provides special education services and programs to students with disabilities pursuant to applicable federal and state laws. Any parent or person in parental relation who suspects that his/her child has a disability may refer the child for an evaluation by the District's Committee on Special Education (CSE) for eligibility for special education services and programs. More detailed information on this process is available in [A Parent's Guide to Special Education](#), which is published on the New York State Education Department's website in English and Spanish. Parents or persons in parental relation should contact the District's CSE Chairperson, Cindy Hoff at 594-3986 ext. 2420.

Northern Adirondack Central School District

Code of Conduct and Discipline Policy

INTRODUCTION

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

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

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

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

A. Annual Implementation and Review

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

- Providing copies of a summary of the code to all students. A discussion of the Code of Conduct will be at a general assembly held at the beginning of each school year.
- Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the Code as soon as practicable after adoption.
- Providing all new employees with a copy of the current Code of Conduct when they are hired.
- Making copies of the Code available for review by students, parents and other community members.
- Providing the Code of Conduct online.

B. Definitions

For the purpose of this Code, the following definitions apply.

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

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

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

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

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

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at a school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

Weapon means a firearm as defined in 18 USC §921 for purposes of the Gun Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

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

Disorderly conduct means any act committed by an elementary or secondary student through the age of 21 that is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Public Display of Affection means excessive and/or offensive display of physical affection in a public setting.

Insubordination means the outright refusal to comply with the reasonable request of any staff member or responsible adult serving in the capacity of chaperone by an elementary or secondary student through the age of 21.

C. Public concerns

The Board recognizes the right of community members to register individual or group concerns regarding instruction, district programs, materials, operations, and/or staff members. The main goal of this district is to resolve such concerns with only the parties involved, whenever possible. Public concerns about the school district will be directed to proper administrative personnel. Concerns about specific classroom practices shall be directed to the teacher concerned. If the matter is not settled satisfactorily, the complainant shall then contact the building principal; if there is no resolution on this level, the Superintendent of Schools shall be contacted. The Superintendent shall refer the issue to the Board for final resolution. It is the responsibility of the building principal to help in resolving the problem or concern, and/or refer individuals to the next level of appeal. Matters involving specific classes, teachers or school rules, should be brought to an administrator's attention before an individual addresses members of the Board. All matters referred to the Superintendent and/or the Board must be *in writing*. Concerns registered directly to the Board as well as a whole or to an individual Board member shall be referred, as soon as it is reasonably possible, to the Superintendent for investigation, report and/or resolution. The continued interest and support of district schools by members of the school community is vital to the success of NACS students.

STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights and Responsibilities

The Board assures district students that they shall have all the rights afforded them by federal and state constitutions and statutes. The district recognizes all federal, state and local laws in connection with these rights, and reminds students that certain responsibilities accompany these rights. The district's aim is to provide an environment in which a student's rights and freedoms are respected, and to provide opportunities which stimulate and challenges student's interest and abilities to his/her highest potential. These opportunities will be available as long as the student pursues these interests and studies in an appropriate manner, and does not infringe upon the rights of others.

It shall be the right of each district student:

- To have a safe, healthy, orderly and courteous school environment.
- To take part in all district activities on an equal basis regardless of race, sex, color, national origin or handicapping condition.
- To attend school and participate in school programs unless suspended from instruction and participation for legally sufficient cause as determined in accordance with due process of law.
- To have school rules and conditions available for review and, whenever necessary, explanation by school personnel.
- To be suspended from instruction only after his/her rights pursuant to Education Law §3214 have been observed.
- In all disciplinary matters, to have the opportunity to present his/her version of the facts and circumstances leading to imposition of disciplinary sanctions to the professional staff member imposing such sanction.
- To express his/her opinions verbally, as long as his/her expression does not interfere with the rights of others or disrupt normal school operation.

It shall be the responsibility of each district student:

- To be familiar with and abide by all district policies, rules and regulations pertaining to student conduct.
- To work to the best of his/her ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible.
- To conduct himself/herself, when participating in or attending school sponsored extracurricular events, as a representative of the district and as such hold himself/herself to the highest standards of conduct, demeanor and sportsmanship.
- To seek help to develop mechanisms to control anger and to solve problems that might lead to conduct referral.
- To be in regular attendance at school and in class unless legally excused.

- To arrive at school and class, on time, and prepared to learn.
- To contribute to the maintenance of an environment that is conducive to learning and to show due respect to other persons and property.
- To dress in accordance with standards as identified by the Board and the Superintendent.
- To make constructive contributions to the school and to report fairly on circumstances of school related issues.
- To react to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
- To accept responsibility for his/her actions.

B. Recognition of Responsible Student Behavior And Accomplishments

Educators have learned that although steps to stop inappropriate behavior are necessary, praise and reward for responsible student behavior do more to encourage positive traits than anything else. Educators at Northern Adirondack Central School are encouraged to practice assertive discipline techniques that are positive and realistic when responding to negative behavior.

The Northern Adirondack Central School District recognizes responsible student behavior in many ways and encourages additional methods of recognition:

- Publicity of student achievement and activities in local newspapers and the District Newsletter
- Certificates for perfect attendance
- Individual Recognition Awards given by classroom teachers for positive social and academic growth
- National Honor Society/Jr. Honor Society Induction ceremony and reception
- Publications of Honor and High Honor Rolls
- Athletic Awards Ceremony
- Recognition of Student Council and Class Officers
- Math Contest Awards
- Elementary School Awards Program (Academic, Athletic, and Behavior)
- Middle School Awards Program
- Academic Awards Ceremony
- Administrative Letters of Recognition

C. Student Due Process Rights

In situations involving misconduct, students shall have the opportunity to present their version of the facts and circumstances, and students will not be suspended unless their rights to due process, as identified in Education Law §3214, have been observed. Building principals may suspend a student for a period of up to five days. In cases of this type, the Principal conducts an informal hearing with the student and other individuals who may have information concerning the situation. When a suspension is imposed, the student and parent(s) are notified and a written record of the case is made. If the student and parents request an informal conference, it will be held at which time the parents may question the person whose complaint initiated the suspension. School personnel will identify problems and pursue appropriate, reasonable measures to affect student behavior. Parents, students and school personnel must work together to ensure the maintenance of the proper atmosphere for learning. Our objective is to provide all students an equal opportunity to grow intellectually, ethically, socially, emotionally and physically.

The responses to student misconduct are designed to be fundamentally fair without imposing unreasonable burdens upon school authorities or students. General requirements in all instances include:

- Oral or written notice detailing the rules violation resulting in the conduct referral.
- An opportunity for the referred student to “tell his/her side of the story” to the person whose responsibility it is to investigate the situation.
- Explanation of the evidence of violation upon which action is being taken, should the student deny the infraction has occurred.

When a student is referred to an administrator/designee for appropriate action, the administrator investigates the incident by meeting with the student and/or staff member and additional students/staff members as deemed necessary. Parental involvement ranges from written notification of the offense and consequence, to parent conferences with staff, student, and if need be, outside agencies/authorities.

ESSENTIAL PARTNERS IN EDUCATION

A. Parents

All parents are expected to:

- Recognize that the education of their children is a joint responsibility of the parents and the school community.
- Send their children to school ready to participate and learn.
- Ensure their children attend school regularly and on time.

- Ensure absences are excused.
- Insist their children be dressed and groomed in a manner consistent with the dress code.
- Help their children understand that in a democratic society, appropriate rules are required to maintain a safe and orderly environment.
- Know school rules and help children understand them.
- Convey to their children a supportive attitude toward education and the school district.
- Build good relationships with teachers, other parents and their children's friends.
- Help their children deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study and ensure homework assignments are completed.

B. Teachers

All district teachers are expected to:

- Establish and maintain a safe, orderly and stimulating school environment that emphasizes active engagement of students in the learning process.
- Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
- Be prepared to teach.
- Demonstrate interest in teaching and concern for student achievement.
- Know school policies and rules, and enforce them in a fair and consistent manner.
- Communicate to students and parents:
 - Course objectives and requirements
 - Marking/grading procedures
 - Assignment deadlines
 - Expectations for students
 - Classroom conduct plan
- Communicate regularly with students, parents and other teachers concerning growth and achievement.

C. School Counselors

All district school counselors are expected to:

- Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
- Regularly review with students their educational progress and career plans.
- Provide information to assist students with career planning.
- Encourage students to benefit from the curriculum and extracurricular programs.

D. Principals

All district Principals are expected to:

- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
- Evaluate on a regular basis all instructional programs.
- Support the development of and student participation in appropriate extracurricular activities.
- Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

E. Superintendent

The Superintendent is expected to:

- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- Review with district administrators the policies of the board of education and state and federal laws relating to school operations and management.
- Inform the board about educational trends relating to student discipline.
- Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

F. Board Of Education

The Board of Education is expected to:

- Collaborate with student, teacher, administrator, parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
- Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementations.
- Lead by example by conducting board meetings in a professional, respectful and courteous manner.

SPECIAL AREAS OF PROHIBITED CONDUCT

There is a direct connection between the way students behave and the way they learn. Positive student behavior helps set the educational environment that allows teachers to teach and encourages students to learn. The District Conduct Committee cannot reasonably write a Code of Conduct in such detail as to anticipate every type of misconduct that could possibly occur. Therefore, various rules and policies (school district Code of Conduct, handbooks, etc.) serve as a guideline encouraging students to become self disciplined, responsible students making proper decisions which keep our school respectful, safe and organized for learning.

Students who cannot accept responsibility and violate school rules will be required to accept penalties and more regulated supervision. The vast range of penalties is listed in the Responses to Student Misconduct section. These penalties may be imposed either alone or in combination. Depending upon the nature of the violation, it is the Board's desire that responses to student misconduct be progressive, i.e. a student's first violation should merit a lighter penalty than subsequent violations. It is also the Board's desire that an employee or agent take into account all other relevant factors in determining an appropriate penalty.

A number of areas involving student conduct merit special attention and are addressed in this section. Federal law and the Project SAVE legislation provide for automatic suspensions in the cases of weapons possession, violent behavior and repeated disruptiveness.

A. Dangerous Weapons In School

No student may have in his or her possession upon school premises, in a school vehicle or at a school sponsored program, any rifle, shotgun, pistol, revolver, other firearm, explosive, knives, dangerous chemical, or any object which is not necessary for school activities and which could be used as a weapon. The Federal Gun-Free Schools Act of 1994 requires that any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

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

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

B. Other Violent Acts

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

C. Repeated Substantial Disruption or Interference With School Procedure

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

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

D. Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in a school setting. A student's dress, grooming and appearance, including hair style/color, jewelry or other accessories, make-up and nails, shall:

- Be safe, appropriate and not disrupt or interfere with the educational process. The following items are specifically prohibited: spiked jewelry and long pocket chains.
- Recognize that extremely brief garments and see-through garments are prohibited. Examples include: muscle shirts, strapless tube tops, midriff tops, spaghetti straps, halter-tops, low-cut tops, etc. Shirts must touch top of pants. Also recognize that any garment/accessory that detracts from the learning environment or is inappropriate is not allowed.
- Ensure that under garments are discreetly covered with outer clothing. The length of skirts or shorts will be no shorter than 5 inches above the kneecap.
- Not include the wearing of pajama bottoms and/or tops.
- Include footwear at all times. Footwear that is a safety hazard will not be allowed. Slippers are not appropriate footwear. Sneakers are required to participate in physical education classes.
- Ensure that all tank top straps are two fingers wide.
- Not include the wearing of hats, bandanas or other head covering except for a medical or religious purpose.
- Not include eyewear (i.e., tiger, alien, cat eye contact lenses) that obscures the natural appearance of the eye.
- Not include items that are sexually suggestive, vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, disability or gang related activities.
- Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

Each building principal or his or her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Students who violate the student dress code shall be required to remove the offending item and replace it with an acceptable item. Any student who refuses to do so shall be subject to a misconduct penalty, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further penalty, up to and including out of school suspension.

E. Student Protests, Demonstrations and Sit-Ins

The Board and the Superintendent have the authority and responsibility to maintain order and discipline with the district's schools as is necessary to protect the safety and welfare of the students, to secure the educational environment within the schools, and to protect the real and personal property owned and maintained by the district from damage. While the Board recognizes that students have a constitutional right to demonstrate peacefully during school hours, students are prohibited from engaging in conduct which otherwise endangers the safety, morals, health or welfare of themselves or others. The Board prohibits students from willfully disrupting the routine and daily schedule of the school or a school-sponsored event by participating in an individual or group activity, which has as its purpose the encouragement of noncompliance with an existing school policy, regulation or administrative decision. In addition, the Board prohibits students as individuals or groups from participating in sit-ins, stand-ins, walk-outs and other similar conduct which disrupts the order and discipline of the school and/or endangers the safety and welfare of themselves and other students in the school.

F. Drug/Alcohol Policy

No student shall possess, use, transmit, or attempt to possess, use, or transmit, or be under the influence of any of the following substances on school premises during any school term or off school premises at a school-related activity, function or event:

- Any controlled substance or dangerous drug as defined by law, without regard to amount, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine or barbiturate;
- Any synthetic cannabinoids, potpourri, herbal mixtures or bath salts produced, distributed, marketed and sold as legal alternatives to marijuana;
- Alcohol or any alcoholic beverage;
- Any glue, aerosol paint or any other chemical substance intended for inhalation;
- Any other intoxicant or mood-changing, mind-altering drugs;

- Any medication including over the counter drugs is administered by the school nurse and must have the prescription label on it with a note from the doctor regarding dosage and time to be given. An adult must transport it to school. Please do not send your child with the prescription or over the counter medicines. He/she cannot self medicate.

“Use” means a student has smoked, ingested, injected, imbibed, inhaled or otherwise taken internally, a prohibited substance recently enough that is detectable by the student’s physical appearance, actions, breath or speech. “Under the influence” means a student’s faculties are noticeably impaired, but the student need not be legally intoxicated. Students are reminded that they are granted choices and if they choose to violate the Drug/Alcohol rule, the consequences of their behavior will be to serve the necessary discipline. It is the intention of the Northern Adirondack Central School District to intervene at the earliest stages of student involvement with drug/alcohol use. Any student with an infraction of this drug/alcohol rule will be recommended to intervention services established by the District Drug and Alcohol Policy and Referral Program. Appropriate referrals and parental contact shall be made in any case involving substance misuse. Outside agencies may be contacted by the administrator/designee as a means of following up the behaviors related to this section.

Drug/Alcohol Use and Special Student Functions

Students under the influence and/or possession of drugs and/or alcohol at events sponsored by Northern Adirondack Central School, including but not limited to school dances, athletic events, junior prom, senior ball and/or class trip, will be immediately removed from the event, have a parental contact made, be subject to further conduct review and in the case of seniors, may not be allowed to participate in the graduation ceremony.

G. Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

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

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

Investigation of Complaints

Any complaint about the use of corporal punishment shall be submitted in writing to the Superintendent. This written complaint will be forwarded to the school attorney within seven days. The Superintendent will investigate the complaint to determine whether an incident actually took place, and if so, to determine the identity of the person or persons who administered the punishment, the identity of the student or students punished and the reasons for the action and any other relevant facts or circumstances. Results of this investigation will be forwarded to the school attorney upon completion of the investigation.

H. Student Searches and Interrogations

The Board is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a misconduct penalty on a student may question a student about an alleged violation of law or the district code of conduct. Students are not entitled to any sort of “Miranda”-type warning before being questioned by school officials, nor are school officials required to contact a student’s parent before questioning the student. However, school officials will tell all students why they are being questioned. In addition, the Board authorizes the Superintendent, building principals, law enforcement and the school nurse to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct. An authorized school official may conduct a search of a student’s belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search. An authorized school official may search a student or student’s belongings based upon information received from a reliable informant. Individuals, other than district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate. Before searching a student or the student’s belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

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

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

2. Documentation of Searches

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

- a. Name, age and grade of student searched.
- b. Reasons for the search.
- c. Name of any informant(s).
- d. Purpose of search (that is, what item(s) were being sought).
- e. Type and scope of search.
- f. Person conducting search and his or her title and position.
- g. Witnesses, if any, to the search.
- h. Time and location of search.
- i. Results of search (that is, what item(s) were found).
- j. Disposition of items found.
- k. Time, manner and results of parental notification.

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

3. Police Involvement in Searches and Interrogations of Students

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

- a. A search or an arrest warrant; or
- b. Probable cause to believe a crime has been committed on school property or at a school function; or
- c. Been invited by school officials.

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function. Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside of school. This means:

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

4. Child Protective Services Investigations

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

All requests by child protective services to interview a student on school property shall be made directly to building principal or his or her designee. The principal or his or designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel

must be present during that portion of the interview. No student will be required to remove his or her clothing in front of a child protective services worker or school district official of the opposite sex.

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

Discipline of Students with Disabilities

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

Strip Searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may do so only if the search is authorized in advance by the superintendent or the school attorney. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the student or others.

Strip searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another district professional employee who is also of the same sex as the student.

In every case, the school official conducting a strip search must have probable cause – not simply reasonable cause – to believe the student is concealing evidence of a violation of law or the district code. In addition, before conducting a strip search, the school official must consider the nature of the alleged violation, the student's age, the student's record and the need for such a search.

School officials will attempt to notify the student's parent by telephone before conducting a strip search or in writing after the fact if the parent could not be reached by telephone.

Referrals

1. Counseling

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

2. PINS Petitions

The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 16 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
- c. Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

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

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

Maintenance and Enforcement of Public Order in School

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including students, teachers and district personnel. The restrictions of public conduct on school property and at school functions contained in this code are not intended to limit

freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

A. Prohibited Conduct

No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so.
- Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
- Disrupt the orderly conduct of classes, school programs or other school activities.
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct the free movement of any person in any place to which this code applies.
- Violate the traffic laws, parking regulations or other restrictions on vehicles.
- Possess, consume, sell, distribute or exchange alcoholic beverages and/or controlled substances, or be under the influence of either on school property or at a school function.
- Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
- Loiter on or about school property.
- Play card or casino type games for money.
- Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by this code.
- Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.
- Leave school grounds without authorization.
- Possess or use a skateboard on school grounds.
- Smoke on school grounds.
- Possess, consume, sell, distribute or exchange tobacco, tobacco products, smokeless tobacco, paraphernalia for smoking and electronic cigarettes on school property or at a school function.

B. Penalties

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

- Visitors: Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
- Students: They shall be subject to a conduct referral as the facts may warrant, in accordance with the due process requirements.
- Tenured faculty members: They shall be subject to disciplinary action as the facts may warrant, in accordance with Education Law §3020-a or any other legal rights they may have.
- Staff members in classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and disciplinary action as the facts may warrant, in accordance with Civil Service Law §75 or any other legal rights they may have.
- Staff members other than those described above: They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant, in accordance with any legal rights they may have.

C. Enforcement

The building principal or his or her designee shall be responsible for enforcing the conduct required by this code. When the building principal or his or her designee sees an individual engage in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person. The district shall initiate a conduct referral against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves the right to pursue a civil or criminal legal action against any person violating the code.

PROCEDURES/REFERRALS/PENALTIES

The types of misconduct and levels of severity are applicable to students in K-12. Specific rules and regulations for students in the elementary, middle and high school are found in the student rules/handbooks/brochures.

A. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty. Students who are to be given penalties other than a verbal warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below and in the student due process section of the Code.

1. Detention

Teachers, principals and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. The student will be provided transportation home.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who present serious conduct problems may have their riding privileges suspended by the building principal, the superintendent or the designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

3. Suspension from athletic participation, extracurricular activities and other privileges

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

4. In-school suspension

The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building principals and the superintendent, to place students who would otherwise be suspended from school as the result of a code of conduct violation, in "in-school suspension." A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

5. Teacher disciplinary removal of disruptive students

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

On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs

when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

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

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

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

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

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

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

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

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

- The charges against the student are not supported by substantial evidence.
- The student's removal is otherwise in violation of law, including the district's code of conduct.
- The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom. Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

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

6. Suspension from school

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

The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals.

Any staff member may recommend to the superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the condition underlying the recommendation or referral warrants immediate attention. In such case a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short-term (5 days or less) suspension from school

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

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

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

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

b. Long-term (more than 5 days) suspension from school

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

The superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record.

The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 10 business days

of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the Commissioner within 30 days of the decision.

c. Permanent suspension

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

B. Penalties

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

- Verbal warning – any member of the district staff.
- Parent contact – transportation supervisor, activity advisor, athletic director, coaches, school counselors, teachers, director of special education, principal, superintendent.
- Written warning – hall and lunch monitors, coaches, school counselors, teachers, athletic director, director of special education, principal, superintendent.
- Written notification to parent – hall and lunch monitors, coaches, school counselors, teachers, athletic director, director of special education, principal, superintendent.
- Special assignment (written or oral) – school counselors, teachers, athletic director, director of special education, principal, superintendent.
- Behavioral contract – school counselors, teachers, athletic director, director of special education, principal, superintendent.
- Teacher/Parent/Student Conference – school counselors, teachers, athletic director, director of special education, principal, superintendent.
- School Counselor Referral for follow-up
- Detention – teachers, principal, superintendent.
- Suspension from transportation – director of transportation, principal, superintendent.
- Suspension from athletic participation – coaches, athletic director, principal, superintendent.
- Suspension from social or extracurricular activities – activity director, principal, superintendent.
- Suspension of other privileges including pass or activity restrictions – principal, superintendent.
- In-school suspension – principal, superintendent.
- Removal from classroom – teachers, principal.
- Short-term (five days or less) suspension from school – principal, superintendent.
- Long-term (more than five days) suspension from school – principal, superintendent.
- Involuntary transfer – principal, superintendent.
- Alternative Education Placement/Homebound Instruction; Special Education Temporary Educational Placement; CV-TEC – director of special education, principal, superintendent.
- Outside Agency Referral – school counselor, director of special education, principal, superintendent.
- Law Enforcement Referral – principal, superintendent.
- Permanent suspension from school – superintendent.

Any illegal act may be reported to the proper authority!

PLEASE NOTE: The administration reserves the right to alter any disciplinary action based upon individual circumstances.

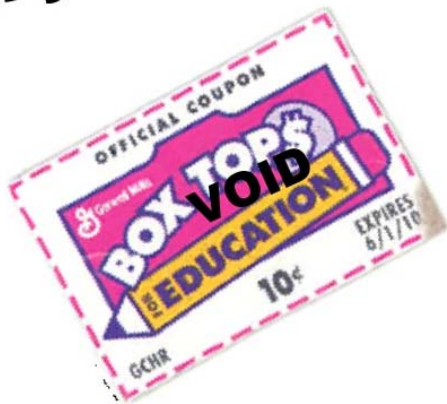
EXPECTATIONS

	Be Safe	Be Respectful	Be Cooperative	Be Responsible
Cafeteria	<ul style="list-style-type: none"> go directly to your seat stay seated at table no sharing food 	<ul style="list-style-type: none"> use quiet voices use table manners keep hands and feet to self raise your hand address adults and peers appropriately keep clean 	<ul style="list-style-type: none"> stand and wait patiently in line know your food choice use appropriate language and behavior 	<ul style="list-style-type: none"> clean up after yourself get all food and utensils have money ready know your lunch number
Hallway & Stairways	<ul style="list-style-type: none"> walk - never run stay to right take stairs one at a time food or drinks prohibited railings are for hands only Do not open outside doors for anyone 	<ul style="list-style-type: none"> No talking or making noise keep hands at side keep clean use quiet feet hats are not to be worn keep feet on floor 	<ul style="list-style-type: none"> wait your turn at drinking fountains water is for drinking only stand and wait patiently in line stay together walk single file 	<ul style="list-style-type: none"> go directly to the intended destination smile & wave
Playground/ Recess	<ul style="list-style-type: none"> use equipment properly no objects thrown no rough play or chasing dress for the weather remain in designated area 	<ul style="list-style-type: none"> keep hands, feet and objects to self keep clean use kind words 	<ul style="list-style-type: none"> take turns wait patiently line up quickly 	<ul style="list-style-type: none"> take care of equipment wear proper attire inform staff of problems return equipment properly
Classrooms	<ul style="list-style-type: none"> use equipment properly keep chairs on floor walk – never run 	<ul style="list-style-type: none"> keep hands and feet to self use quiet voices be a good listener raise your hand work quietly keep clean address adults and peers appropriately 	<ul style="list-style-type: none"> be tolerant and patient be helpful follow directions 	<ul style="list-style-type: none"> take care of desk and belongings place chairs on desk at the end of the day clean up classroom
Bathrooms	<ul style="list-style-type: none"> keep water in sink and toilet keep feet on the floor 	<ul style="list-style-type: none"> flush toilet after use use quiet voices give people privacy keep clean no writing instruments in bathroom 	<ul style="list-style-type: none"> stand and wait patiently for your turn 	<ul style="list-style-type: none"> wash hands with soap and water dispose of paper products properly no loitering
Sidewalk	<ul style="list-style-type: none"> stay on sidewalk walk – never run 	<ul style="list-style-type: none"> keep hands and feet to self 	<ul style="list-style-type: none"> have patience and consideration for others 	<ul style="list-style-type: none"> go directly to the intended destination
Assemblies	<ul style="list-style-type: none"> stay seated ascend and descend bleachers along railing 	<ul style="list-style-type: none"> keep hands and feet to self listen quietly to the presenter clap at conclusion no calling out keep clean 	<ul style="list-style-type: none"> participate when asked 	<ul style="list-style-type: none"> sit quietly follow directions from adult in charge line up quietly
Emergency Drills	<ul style="list-style-type: none"> walk – never run find nearest adult 	<ul style="list-style-type: none"> keep hands and feet to self maintain silence 	<ul style="list-style-type: none"> follow directions respond to drill in all locations 	<ul style="list-style-type: none"> take care of self
Offices	<ul style="list-style-type: none"> remain in office until excused be aware of others around you 	<ul style="list-style-type: none"> use quiet voices give people privacy use appropriate manners address adults and peers appropriately keep hands and feet to self keep clean 	<ul style="list-style-type: none"> wait patiently wait in front of the line to be helped 	<ul style="list-style-type: none"> go directly to the intended destination knock and receive permission before entering the principal's office
Bus	<ul style="list-style-type: none"> follow bus driver directives stay seated facing forward until you reach your destination keep hands/feet/objects in bus refrain from speaking to driver while in motion 	<ul style="list-style-type: none"> use quiet voices keep feet on floor and out of aisles maintain school property address adults and peers appropriately keep clean 	<ul style="list-style-type: none"> go directly to seat and stay in arrival order use appropriate language and behavior 	<ul style="list-style-type: none"> be ready for pick up keep books and belongings on lap take all belongings when exiting
Locker	<ul style="list-style-type: none"> walk – never run open/close lockers carefully food or drinks prohibited 	<ul style="list-style-type: none"> keep hands and feet to self use quiet voices open/close quietly give others privacy keep clean 	<ul style="list-style-type: none"> be tolerant and patient 	<ul style="list-style-type: none"> keep all belongings in locker keep locker clean no loitering report unsafe or inappropriate behaviors

Collect Labels & Save Points!

Our school earns money when you help us to collect these Big "G" Box Tops and bank points from Price Chopper if you use your AdvantEdge Card!

Big "G" Box Tops



Price Chopper—Please check to see if you need to enroll your card!!

Our school also earns points when you shop at Price Chopper & use your AdvantEdge Card!! Your registration is carried forward year-to-year, but to make sure you're still registered, check your enrollment. Please note the database is only updated periodically; if you just registered or recently changed your school choice, the change won't be immediately reflected in the database.

The class with the most Big 'G' Box Tops earns their choice of an Ice Cream Sundae Party or Popcorn Party!

"Word of the Month"

Month	Word	Definition
September	Respect	Respect means using your manners, thinking about other people's feelings, and treating everyone and everything in your world with the care they deserve.
October	Responsibility	Responsibility means proving to others that you can be trusted and depended upon to be the best you can be and to do the things that must be done.
November	Citizenship	Citizenship means doing your part to help make your school, community and world a better place.
December	Gratitude	Gratitude means being thankful for the things you have. Showing appreciation for the kindness of others and showing kindness in return.
January	Tolerance	Tolerance means being willing to accept feelings, beliefs or habits that are different from your own. Showing patience, fairness and respect to all people.
February	Empathy	Empathy means be able to show understanding and caring for how other people are feeling.
March	Perseverance	Perseverance means the determination to work through challenges to complete a task or reach a goal.
April	Optimism	Optimism means thinking positive thoughts and knowing that with motivation and effort you can make good things happen every day.
May	Integrity	Integrity means saying and doing the right thing when no one is watching, even though it may be difficult to do.
June	Self-Control	Self-Control means staying in charge of your emotions, words and actions and choosing to make good decisions.

NAC Elementary School Song

Chorus: Now and forever

Always together
Children will succeed!

Now and forever
Always together
Children will succeed!

When we work together
There's nothing we can't do
Teamwork is the only way
It's up to me and you.

Now and forever
Always together
Children will succeed!

Now and forever
Always together
Children will succeed!

Now is the time
To do the best you can
Stand up tall, reach for the stars
Hold it in your hand.

Now and forever
Always together
Children will succeed!

Now and forever
Always together
Children will succeed!

Sometimes we fall
Don't stop, just get up.
You will get by, give another try.

Now and forever
Always together
Children will succeed!

Now and forever
Always together
Children will succeed!

Now and forever
Always together
Children will succeed!

Now and forever
Always together
Children will succeed!

Northern Adirondack Central School District

2019-2020

Academic Year Calendar

REVISED 2/5/2019

- Superintendent Conference Days
- School is not in session
- Students dismissed at 11:50/12:00
- 3-8 Assessments
- Regents Exams

July 19						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 19						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 19						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 19						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 19						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 19						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 20						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 20						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 20						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 20						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 20						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 20						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

September	20	January	19
October	22	February	15
November	17	March	22
December	15	April	16
		May	20
		June	20
		Total	186

September

Sept 2 - Labor Day
 Sept. 3-4 - Supt. Conference Day
 Sept. 5 - Opening Day of School
 Sept. 26 - Supt. Conference Day

October

Oct. 14 - Columbus Day
 Oct. 23 - Students Dismissed 11:50/12:00

November

Nov. 11 - Veterans Day
 Nov 25 - Parent/Teacher Conf (3-8pm)
 Nov 26 - Parent/Teacher Conf. (8am-12pm)
 Nov. 27 - 29 - Thanksgiving Recess

December

Dec. 23 - Jan. 3 - Christmas Vacation

January

Jan. 1 - New Year's Day
 Jan. 20 - Martin Luther King Jr. Day
 Jan. 21 - 24 - Regents Exams

February

Feb 6 - 1/2 Day Staff Development
 Feb. 17 - 21 - Winter Break

March

March 12 - 1/2 Day Staff Development
 March 25 - 27 - 3-8 ELA Assessments

April

April 10 - Good Friday
 April 13 - April 17 - Spring Break
 April 21 - 23 - 3-8 Math Assessments

May

May 25 - Memorial Day

June

June 1 - Grade 4 and 8 Science Exam
 June 2 - Regents Exam (US History)
 June 17 - June 26 - Regents Exams
 June 26 - Graduation

Snow Days Returned as Follows:

1 day left	May 22
2 days left	May 21
3 days left	April 9
4 days left	April 8
5 days left	April 7