

This is to verify that I have viewed a copy of the Spackenkill Union Free School District Hagan Elementary School student and parents' handbook for the 2018-2019 school year on the Hagan website and that I am knowledgeable of the rules and consequences set forth within. I further verify that I have reviewed and discussed these guidelines with my child.

We have also reviewed the contents of the Spackenkill Union Free School District's policy on technology. Our signatures indicate receipt and acknowledgment of these in accordance with the rules and regulations that are consistent with the District's Code of Student Conduct and State and Federal laws and regulations.

Student's Name _____

Address _____

Home Phone _____

Grade _____ Teacher _____

Student Signature _____

Parent Signature _____

Date _____

HAGAN SCHOOL
42 Hagan Drive
Poughkeepsie, NY 12603
463-7840

Dear Parents and Guardians,

Welcome to the 2016 – 2017 school year at Hagan Elementary School!

It is with great excitement and anticipation that I look forward to this coming school year. I am eager to meet and work closely with you and your child as his/her educational journey continues through years that are arguably some of the most important in his or her emotional, social, and intellectual development.

Please know that I am committed to continuing the fine tradition of excellence that has become synonymous with Nassau, and I am mindful that this strong, nurturing culture of learning is the result of many years of dedication and hard work by faculty and staff members, administrators, parents, and students, both past and present.

From this tradition of excellence, the guiding principles shaping education in the Spackenkill School District are dedicated to the beliefs that all children can learn and that our children will be our messengers to the future.

As stated in the Mission Statement of the Spackenkill Union Free School District: We, the parents, school, and community, are committed to:

- The right and responsibility for all children to reach their fullest potential by the development of critical thinking skills, communication skills and problem solving skills through programs which require mastery and encourage attitudes that support lifelong learning.
- The right and responsibility of all children to create a good citizenry which recognizes individual differences and concern for others, encourages the growth of self-esteem and nurtures the human potential, contributing to a democratic society.
- The right and responsibility of all children to make responsible and fulfilling career choices and to apply these choices so that America's place in the global society is assured.

I hope the information in this booklet is informative and helpful as the year progresses. If you have questions or concerns in the weeks and months ahead, or if I can be of assistance in any, please do not hesitate to contact me.

Sincerely,

John C. Farrell

John C. Farrell
Principal

WELCOME TO HAGAN

42 Hagan Drive
Poughkeepsie, New York 12603
845-463-7840

This handbook was prepared as a procedural guide for the Hagan Elementary School. It discusses some Board of Education Policies and procedures at Hagan as well as academics, health services, school programs, parental involvement, and more. Updated information may be accessed on the Hagan Website @ www.spackenkillschools.org/hagan.

If you have any questions about the handbook's content, feel free to contact the classroom teacher, the principal, or a site-based team member. We hope you will find this an easy reference guide to our school. Please contact our office if we may be of further assistance, at 845-463-7840.

SPACKENKILL HISTORY

The Spackenkill Union Free School District was chartered by the New York State legislature in 1865 and is one of the few remaining Union Free School Districts within the state. "Union Free" means that the schools in a district have never merged with the schools in a neighboring district but rather remain independent without centralization. It does not mean that there are no labor unions in the district. Spackenkill is unique in that it has retained its status as a small closely knit, independent, Union Free School District.

The name Spackenkill comes from Spack's Creek. Spackenkill comes from a Dutch word that means, "speaking water." The creek used to be located across from where Croft Corners Fire House is now.

The district's first school building was where the firehouse now is and was built of bricks brought from Holland.

Beginning in 1912, older students were sent to another district to continue their education. By 1920, the one-room schoolhouse was overcrowded with a total of 55 students, and plans were made for a new school building.

Because the number of people in the area kept growing, they needed to build more school buildings. In the 1940's, the Martha W. Lawrence School was built; in 1959, the Orville Todd Middle School opened; in 1962, Nassau Elementary School was dedicated; in 1966, Hagan Elementary was opened; and in 1970, Spackenkill High School was started. In 1974, the first class graduated from Spackenkill High School.

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ABSENCES: EXCUSED/UNEXCUSED

All children are expected to be in attendance each day unless they are ill or a family emergency arises. We ask that all parents call the school, at 845-463-7840, between 8:00 and 8:30 a.m. if your child is home sick or if you are keeping your child home for any other reason (dentist or doctor appointment). This will help us consolidate our absentee list so we can respond more quickly to any possible missing children concerns.

New York State Educational Law requires students to have a written excuse, verified by a parent or guardian, when they are absent or late in arriving to school, or if you are picking your child up during the school day. This excuse must state the student's full name, dates of absence or tardiness from school, and the reasons for being late or absent. It is a legal document, which must be kept on file by the school district. Failure to present this excuse will result in the absence being recorded as unexcused.

EXCUSED ABSENCES

Excused absences include but are not limited to:

- a. personal illness
- b. illnesses or death in the immediate family
- c. disability
- d. impassable roads or weather
- e. religious observance
- f. quarantine
- g. required court appearances

UNEXCUSED ABSENCES

These fall into two categories which include unlawful detention and truancy.

Truancy: A student sent to school by his parents and expected to be in school is considered truant if he absents himself for some unlawful reason.

Unlawful detention: Unlawful detention occurs when a pupil is absent from school with the knowledge and consent, stated or implied, of his parents for other than legal reasons, such as: visiting, shopping, babysitting, etc. *Vacations are not excused absences.* Family vacations during regularly scheduled school time are considered unexcused absences and teachers are not obligated to provide work for your child during this absence period. Please schedule these vacations during the summer or our regularly designated time off which is noted on our district calendar.

Any student who arrives at school after 8:45 a.m. will be recorded as tardy. If your child arrives late to school, we ask that you or a designated party report to the office with your child so we can accurately record the tardiness. Please sign our record book when you arrive and provide the required written excuse stating the reason for the late arrival.

It is important that your child arrive at school on time on a regular basis. This will enable your child to be part of morning routines and instruction, and not disrupt his/her learning or the

learning of others. We do understand emergency situations arise and we are pleased that he/she does arrive late rather than miss a whole day. Attendance is recorded on your child's permanent record folder as well as the report card.

For the safety of each child, when it becomes necessary that a student be dismissed early from his/her daily schedule, the parent must visit the office to sign the child out. We will not release any student to anyone other than the parents or legal guardians without written permission from parents. Picking children up between 2:15 and 2:50 pm should be avoided unless it's an emergency or absolutely necessary.

ACCESS TO COMMUNICATION SERVICES FOR THE HEARING IMPAIRED

The Spackenkill Union Free School District provides access to communication services for students' parents who have hearing impairments, at their request, with ten-calendar days notice. Please contact your building principal at 845-463-7840 to arrange for services.

ARRIVAL AND DISMISSAL PROCEDURES

When transporting students to and from school, it is critical that parents enter the school driveway bearing to the right into the front playground area, following the arrows to the exit area, which is the gateway on your left. The purpose of the double lined area is to provide a safe walkway for students when they enter the school. The dotted lines serve as a guide for students. They are to walk between these lines and the playground area when entering the building. In the afternoon children being picked up should not go beyond the yellow lines. The exit runs parallel to these lines so children should be picked up as close to the exit as possible. Do not stop before this exit area to pick up or drop off your child because it blocks traffic.

Between 8:15 - 9:00 a.m. and 2:45 - 3:15 p.m., no cars should enter the circle nearest the school or park in that parking area. Although you may be tempted to drop your child off closer to the main entrance due to bad weather, it presents a serious danger to your child and all the children at Hagan. At all times, please watch for children and adults as you enter and exit the driveway. Drivers must always exercise extreme caution when entering and leaving the school parking lot, especially during recess periods, on the front playground from 12:00-1:30 pm.

Students coming for morning music rehearsal may be dropped off at the front of the building between 7:40 and 7:50 a.m. Music rehearsal begins at 7:50 a.m. Because there is no supervision available for students before 7:40 a.m., students may not be dropped off earlier than this time.

The drop-off area for all other students is the fenced area near the playground. The earliest students may be dropped off here (or walkers may arrive) is 8:25 a.m. when supervision is available and doors are opened.

Students should not be arriving at school before these stated arrival times. If you have an occasional special circumstance which requires a special accommodation, please do not hesitate to contact the Main Office so that we can make appropriate arrangements.

Morning and afternoon bike riders and walkers should walk on the sidewalk. When bike riders reach the end of the sidewalk, they may ride their bicycles. During times when these areas

are covered with snow, children should walk as close to these designated spots as possible. Children will not be allowed to ride their bikes if we do not have a permission slip on file. Bike riders must wear helmets.

Dismissal and Inclement Weather:

Students who are walkers or getting picked up inside the fenced area at dismissal time should always be prepared for inclement weather, such as light rain or snow. Typically, students are not outside for longer than 10 minutes as they wait to be picked up. Wearing a jacket with a hood and/or keeping a compact umbrella in their backpack will enable them to stay dry on days when there is light rain or snow. When the weather is particularly severe, students will be dismissed to parents through the front entrance nearest to the pick-up area. The decision to dismiss through this door is typically a last minute decision based on the weather at the time of dismissal, so parents will not be notified in advance of the change in dismissal procedures.

ASSESSMENTS

Assessments of students' learning are conducted both formally and informally to identify areas of weakness for possible academic intervention, to identify areas of strength for possible enrichment, and to make necessary program adjustments.

The Developmental Reading Assessment (DRA) which provides information about students' frustration, instructional, and independent reading levels is administered in the fall to all grade three students and fourth and fifth grade students receiving academic intervention services in ELA.

New York State Assessments in English Language Arts and Mathematics are given in grades 3 - 5, and the Science Assessment is given in grade 4.

MAPS (Measurement of Academic Progress) is an assessment that will be administered two times a year (Fall and Spring), in grades 3 – 5, in the areas of math, reading and language usage.

Parents may review these results by requesting a conference with the teacher.

BIRTHDAY PARTIES

Your child is invited to celebrate his or her birthday in school by contacting the teacher, and bringing in a special snack to share with classmates. ***Healthy birthday treats are encouraged.*** For health and safety reasons, please do not send in “goodie bags” for in-class birthday celebrations without reviewing the contents with the teacher. If you are having a birthday party at home for classmates, please do not distribute the invitations in school unless all classmates are invited to the party.

BLOCK SCHEDULE

Hagan utilizes a block scheduling system to allow for enhanced collaboration between teachers and other school staff. The schedule is formatted into a five-day cycle (Day A – E).

Block Scheduling also provides for more consistent participation by each class in the four specials offered at Hagan. These specials are art, music, physical education, and library. Each special is 40 minutes in length. Students will attend art, music, and library one time per week. Students will attend physical education three times per week.

BOARD OF EDUCATION MEETINGS

Regular Board of Education Meetings are held monthly. All are welcome to attend regular meetings and workshops. Executive sessions are closed to the public. Dates, time, and building locations are noted on the District Website.

BUILDING ACCESSIBILITY

To ensure the safety of all children, access to the building is limited. Pupils who need to enter the school before 8:25 a.m. because they are attending special programs should enter through the main entrance. All other students may enter the building between 8:25-8:45 a.m., through the main entrance or the one near the bicycle rack. If your child arrives to school after 8:45, he or she must be signed in at the Main Office.

BUS SAFETY AND BUS CONDUCT RULES

Our goal is to bus students to and from school safely and on time. Parents are asked to assist the district staff in this endeavor by ensuring that their children are at their bus stops a few minutes before their scheduled pick up time and by reviewing the bus safety and conduct rules with their children.

1. Students waiting at the bus stop should not play in the road or street.
2. Students should wait for their bus to come to a complete stop with the red flashing lights on before boarding the bus or crossing the road. If the bus stops on the opposite side of the street from your home, wait for the driver to signal you to cross, then look both ways yourself.
3. When crossing the road to board the bus and when leaving the bus, students are to walk at least ten (10) feet in front of the bus so that the driver can see them.
4. Upon entering the bus, students should immediately be seated and remain seated at all times. Students may not change seats.
5. Students are to follow the rules below:
 - a. Follow directions of the driver.
 - b. Respect property and rights of others.

- c. Speak in a reasonable (quiet) tone of voice.
 - d. Don't swear or use vulgar language.
 - e. Keep hands, feet, and objects to yourself.
 - f. Remain seated, facing front.
 - g. Do not damage buses.
6. For safety purposes, glass containers, knives, large projects, baseball bats, hockey sticks, and large instruments may not be carried on the bus.

After leaving the bus upon arrival at school, students are to go directly into the school building. After leaving the bus in the afternoon, children are to walk directly home. They should not talk to or accept rides from strangers. Students who fail to comply with school bus safety or bus conduct rules may be denied bus service. In most instances, depending on the nature of the infraction, the following procedural guidelines are followed:

- a. For the first infraction, a meeting is held with the child; parents are notified if necessary, and the consequences are determined.
- b. For the second infraction, a written bus conduct report is sent home, a meeting is held with the student, and consequences are determined.
- c. For the third infraction, there is a denial of bus service for one to five days.
- d. For repeated infractions, there is a denial of bus service for 5 or more days.

CAFETERIA BEHAVIOR

Rules for Cafeteria:

- Remain seated while eating
- Remember to use a soft voice.
- Raise hand and wait to be given permission to get up out of your seat.
- Respect the feelings of others and keep hands and feet to yourself.
- Use good table manners and clean your area - both above and below the lunch table.

CELL PHONES

We do not encourage students to bring cell phones to school. However, we are cognizant there is a real and legitimate need for parents and their children to communicate after the regular school

day via cell phone, extended school day field trip, an after-school day care schedule, or post school religious education class, to name a few.

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

If a student needs to use a phone during the regular school day, he/she will be allowed to call from one of the school offices: main office or nurse's office.

The security of a student's cell phone is the responsibility of the student. The school will not be responsible should a phone be lost or stolen.

CHILD ABUSE

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

CHILDRENS' CLOTHING

It is advisable to have your child's clothing marked with his/her name. Because fresh air and exercise are vital to growing bodies, children are allowed to go outside to the playground as much as possible. At all times, they should be dressed suitably for the weather and appropriately for school. Students wearing revealing clothing, such as, halter-tops, tube-tops, tank tops, spaghetti straps, large arm holed shirts, shorts or skirts that are too short will be asked to change. Students wearing clothing which contains or depicts bad language, inappropriate content, is discriminatory or degrading in any manner, encourages or advocates the use of illegal drugs, alcohol or violent activities will be asked to change. Students may not wear clothing that could hurt themselves or another student, such as high heels, flip flops, dangling earrings, hanging chains, spiked or heavy jewelry. Sneakers are required for P.E. days.

CLASS PLACEMENT

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

CLASSROOM SECURITY

Following a teacher's departure for the day, parents/guardians and students will not be able to reenter a locked classroom after school. Custodians are not permitted to be pulled away from

their duties to open classroom doors, so that students can retrieve something they have forgotten. Classroom security is also an issue, since there are a number of community and sports organizations that use our school facilities during the after-school and evening hours. Although these organizations are assigned to specific locations within our school, there are occasionally instances when members of these groups are found in areas of the building away from their assigned locations. Consequently, when classroom doors remain locked, the after-hours security issues are greatly improved.

Remembering homework assignments and the necessary books and supplies to complete these assignments should become a habit for each student. Of course, from time to time, we understand that students are going to forget things that they were supposed to bring home. However, they must learn to accept the consequences if they have neglected to act in a responsible manner.

This policy is intended to enhance building safety and security and foster responsible student behavior with respect to end-of-the-day routines.

CLASSROOM SUPPLIES

Teachers will notify students and/or parents about the kind of supplies they will need. Textbooks require book covers. Parents are required to pay for lost or damaged books.

HAGAN CODE OF CONDUCT

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

CONFERENCES

There are formal parent/teacher conferences each fall. Children have three half days of school on parent/teacher conference days. While there are no formal spring conferences, you may request a conference with your child's teacher at any time during the school year by writing a note to the teacher or by calling the school and leaving a message for the teacher to call back to arrange a mutually convenient conference time.

CURRICULUM

Spackenkill Schools have always worked toward providing an education appropriate for all children. The district's mission statement supports the belief that all children can learn. The district has developed curricula responsive to the mandates and recommendations of the New York State Education Department and the state and national standards. It strives to meet the needs of the individual child, enriching wherever possible and remediating whenever necessary. A parent meeting is held early each fall to discuss the programs specific to the individual grade level. Descriptions of the subjects taught in our elementary school:

LANGUAGE ARTS

A resource for the Hagan Elementary School's reading and language arts series, in grades 3-5, is the Scott Foresman Program. Our language arts program integrates listening, speaking, thinking, reading, grammar, spelling, and writing and aligns with the New York State Curriculum. It incorporates balanced literacy strategies as well as phonics. Teachers use the Scott Foresman series and other technological and program resources are used for instruction.

MATHEMATICS

The Go Math program in Spackenkill aims to teach children to think mathematically and develop reasoning abilities. Lessons and activities include manipulatives, active involvement, communication, cooperative learning activities, calculators, and computers.

The program aligns with the National and New York State Math Standards and Core Curriculum.

The five content standards emphasize problem solving, communication, reasoning and proof, connections, estimation, number sense and operations, representation, geometry and spatial sense, measurement, statistics and probability, and algebra. It is conceptually oriented, requires active engagement in the lesson, and emphasizes the application of mathematics. Resources for this program include the Go Math Program.

SOCIAL STUDIES

We follow the New York State recommended curriculum for Social Studies, which emphasize a five-strand content approach to the subject. Contents taught include social, political, economic, geographic, and historic perspectives on various themes. Themes by grade level include:

- o **Grade Three** - Communities Around the World—Learning About People and Places

In the Grade 3 social studies program, students study about communities throughout the world. The five social studies standards form the basis for this investigation as students learn about the social, political, geographic, economic, and historic characteristics of different world communities. Students learn about communities that reflect the diversity of the world's peoples and cultures. They study Western and non-Western examples from a variety of geographic areas. Students also begin to learn about historic chronology by placing important events on timelines. Students locate world communities and learn how different communities meet their basic needs and wants. Students begin to compare the roles of citizenship and the kinds of governments found in various world communities.

- o **Grade Four** - Local History and Local Government

The Grade 4 social studies program builds on the students' understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connections to New York State and the United States. The in-depth study of local government will emphasize the structure and function of the different branches and the roles of civic leaders. Students continue to learn about the rights, responsibilities, and duties of citizenship. Students study about the significant people, places, events, and issues that influenced life in their local communities. The Grade 4 program considers the following themes and events at the local level: Native American Indians of New York State, the European encounter, the colonial and Revolutionary War period, the new nation, and the period of industrial growth and development in New York State. This chronological framework will help students to organize information about local history and connect it to United States history.

- **Grade Five** - United States, Canada, and Latin America

The Grade 5 social studies program stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and nations in Latin America today. These perspectives build on and reinforce historic and political content about the United States included in the grade 4 social studies program.

Teachers utilize the Integrated Social Studies/English Language Arts Curriculum developed at Putnam/Northern Westchester BOCES as well as various other texts, technology, and local resources to teach our social studies curriculum.

SCIENCE

The Spackenkill Elementary Schools have developed the science curriculum in accordance with the New York State Science Guidelines. Each grade level is responsible for units in the areas of physical science, life science, earth science as well as nutrition and health. Scientific literacy involves the knowledge of scientific facts coupled with critical thinking skills and application of the scientific method. Goals of the 3 - 5 program include demonstration of an increased knowledge in scientific literacy, solving problems effectively, applying skills systematically, developing positive science attitudes, and increasing understanding of science principles through classroom activities and STEM Lab.

Teachers use many diverse materials, books, the MacMillan Science Program and technology are used to help the children develop the concepts and skills appropriate for each grade level.

MUSIC

All students in grades 3-5 attend general music throughout the school year. Since music is lifelong for everyone, the basic philosophy behind our general music program is to develop an appreciation of music through understanding. During our class time, students are actively engaged in a variety of activities designed to help develop their singing voice, tonal and rhythmic

abilities, listening skills, and overall music literacy. All instruction and assessments are directly reflective on the New York State Learning Standards for the Arts and the goals of our district.

Optional Music Programs

Chorus

The choral program is a before school activity that rehearses twice a week and runs for the entire school year. It is available to all students in grades 3, 4, and 5. No audition is required. All members participate in a variety of performances including the elementary concerts that are held in the winter and the spring. If a child is interested in participating in more than one group, the rehearsal schedule is designed so that they may be in chorus, band, and orchestra without conflict.

Instrumental Music

Strings: The string program is available for students in grades 3 through 5. At the end of the 2nd grade, students may decide on violin, viola, or cello, in preparation for third grade. These instruments may be started in 4th or 5th grade as well. Each week students are given one 40-minute group lesson. Every string student participates in the elementary school concerts held in the winter and spring. Students in silver and gold strings have one before school rehearsal a week.

Band: Instrumental lessons for the band program begin in the 4th or 5th grade. Students receive one 30-minute small group lesson each week. Students may select from the following instruments: flute, oboe, clarinet, alto saxophone, French Horn, trumpet, trombone, baritone, tuba, and percussion. Recruitment usually occurs in June for students planning to start in September.

Beginner band students participate in the two elementary concerts held in the winter and spring. Rehearsals for these concerts take place during the school day.

Second year band students participate in the elementary band. This band rehearses twice a week before school. It consists mostly of 5th graders. However, first year players who progress quickly may enter in the second half of the year.

ART

Art Students Are Engaged

Our elementary visual art program actively engages students in the processes of creating, presenting, responding and connecting through works of art. It provides the opportunity for students to explore and build the foundations for what it means to be an artistically literate citizen in the 21st century. Students' learning is supported through the study of art resources and experimental play with materials and techniques. They interact with works of art learning to critically describe, analyze, interpret, and evaluate through the process of art criticism.

Art Students Create Meaning

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

Art Students Are Proud of Their Works

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

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

LIBRARY

During scheduled library classes, skills are presented to familiarize the children with the organization of the library and the process of information retrieval. The appreciation and enjoyment of the various types of literature are encouraged. Students select their own books for their reading pleasure. Books are due back the next time library is scheduled but may be renewed unless they are on hold. Those students having overdue library books are restricted from signing out additional books. Students are required to pay for any lost or damaged books. When the budget allows, a summer library program will be available for students.

PHYSICAL EDUCATION

The focus on Physical Education is the development of healthy lifestyles. This includes motor skills, movement knowledge, social, and personal skills. It is expected that students will:

- Enjoy and seek out physical activity.
- Develop and maintain acceptable levels of physical fitness.
- Develop a variety of basic movement and manipulative skills so they will experience success and feel comfortable during present and future physical activity pursuits.
- Develop the ability to get along with others in movement environments (e.g., share space and equipment, employ the "golden rule" of competition - be a good sport, and demonstrate cooperative behavior).

Students in grades 3-5 participate in their regular school clothes. Sneakers are required.

An optional intramural program is also available to students in Grade 5 and, when the schedule allows, Grade 4. Any student participating in the intramural program is expected to attend

his/her assigned game. A student unable to attend should see the intramural supervisor prior to the game.

HEALTH

Our Health Curriculum aligns with New York State. Community resource personnel have supported our instruction through the presentation of these programs.

- **The Personal Safety Program:** Presented by a representative from the Child Abuse Prevention Center Inc., of Dutchess County, the program consists of one lesson in each 3-5 classroom. The mission of this program is to reduce the incidence of child abuse and neglect by providing education and prevention techniques. The lessons empower children to say “No-Go-Tell” when necessary.
- **Guest speakers:** Various speakers have enhanced the presentation of the health curriculum in areas such as Rabies Prevention and Fire Safety.
- **Bicycle Rodeo:** In 3rd grade a bicycle rodeo is held to reinforce bicycle safety. The Town of Poughkeepsie Police support this event.

TECHNOLOGY

Technology enhances student learning, within our classrooms, as well as in computer lab, through access to computers, digital cameras, digital audio devices, and interactive whiteboards. Visit the Spackenkill website: <http://www.spackenkillschools.org/technology/> for more detail.

CURRICULUM NIGHT

During September, parents are encouraged to come to school to meet their children’s teachers and hear about the curriculum for that year. Parents have the opportunity to sign up for individual parent/teacher conferences, which are held in November. If conferences are needed before or after the November meeting times, please call the teacher to arrange a mutually convenient time.

CUSTODY

This school will provide access to student(s) and/or record(s) in a manner consistent with the provisions of the Family Educational Rights and Privacy Act (FERPA), terms of any relevant court order(s); or the terms of any other legally binding instrument filed with the school.

DISTRICT PTA MEETINGS

Each month there is an Elementary PTA meeting. Please check the District Website or Dialogue for the date, time, and building location.

DEMOGRAPHIC VALIDATION FORMS

Emergencies such as illness, injuries, etc. are certain to arise during the course of the school year. It is important, for the welfare of the students, that the school be able to contact someone at all times who is responsible for a particular student. Please review and make any changes on the Demographic Validation Form you will receive in September. **It is imperative that each child have fully completed forms.** It is most important that we have the correct address and telephone number and emergency contact information of each child. **Please notify the Main Office, in writing, of any changes.** Incomplete forms will be returned to parents for completion.

EMERGENCY CLOSINGS

In accordance with the regulations of the Commissioner of Education, the district has developed an Emergency Management Plan to protect the health and safety of students and staff as well as district property, in the event of a true emergency.

Each year the school will stage a "test" or drill of the Emergency Management Plan, including practice in sheltering students and staff, a planned early dismissal on a specified date at a time not more than 15 minutes earlier than the normal dismissal time. Parents/Guardians will be informed of any such "test" at least one week prior to the drill.

DELAYS AND EARLY DISMISSALS

1. Decisions to delay and/or close school are made by 5:30 a.m. They are immediately relayed to the radio stations and local television and to parents through School Messenger.
2. If there is a need to send students home due to bad weather and school is in session, a decision will be made at the earliest possible time to give parents adequate notice. Buses will begin to transport students approximately 1 hour after the decision is made. Dismissal begins with high school students followed by middle school students and finally the elementary students.
3. If there is ever a need to close a particular school for emergency reasons (heat fails, water main break, etc.) after it is in session, the following events occur: Students will be transported to another school for their safety and comfort. Approximately 1 hour later, they will be transported home by bus. Radio and television stations will be immediately alerted to announce what has occurred and the procedure in place. Students who do not ride the buses and are transported by parents should be picked up at the designated school emergency location. Of course, they will be safely supervised until all children have been picked up.

*An additional way to receive notification of school delays and cancellations is through School Messenger. School Messenger is an automated communication system that provides time sensitive information to our district families via both telephone and e-mail message formats. Be sure to contact the school as soon as possible when any of your phone numbers have changed or these emergency notifications will not be possible.

The following websites can also be utilized: www.cancellations.com, and the district web site: www.spackenkillschools.org.

Listen for announcements broadcast on the following radio and television stations:

- WHVW: 950 AM
- WKIP: 1450 AM
- WRNQ Q92: 92.1 FM
- WPKF/WFKP KISS FM: 96.1 & 99.3 FM
- WRKW: 92.9 FM
- WELG: 1370 AM
- WSBK: 1260 AM
- WBNR: 104.7 FM
- WHUD: 100.7 FM
- WEOK/WPDH: 1390 AM
- WPDH/WCZX: 101.5 FM
- WCZX: 97.7 FM
- WRRV: 92.7 FM
- WRNN (TV): Channel 62
- WRWD Country: 97.3 FM
- WBPM Rhythm: 94.3 FM
- WGNY: 1220 AM
- WABC-TV: Channel 7

EMERGENCY DRILLS

These drills are mandated through Project Save and are recommended and approved by our Board of Education.

Evacuation Drills: We are required by State Law to have a minimum of eight drills during the school year. Fire exits are clearly marked and routes to exit the building are posted in each classroom.

Bus Drills: A minimum of three such drills are conducted each year. The drills take place on the school bus. The first bus drill is conducted during the first week of school. The other two take place during the winter and spring. Bus drills include instruction in the use of windows and emergency doors as the means of escape in the case of fire or accident.

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

Lockdown Drills: Practice drills are held to prepare students and staff to know what to do if an intruder/unsafe situation exists in the area or if a medical issue has arisen that requires them to stay in their classrooms.

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

EQUAL OPPORTUNITY

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

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

FIELD TRIPS

Field trips are organized at various times throughout the school year for all students in grades 3 - 5. The purpose of field trips is to supplement and enrich the present curriculum. We expect our field trips to provide valuable educational and cultural experiences for our children. A parent's/guardian's written permission is required for participation in all scheduled field trips. Students are transported to and from school by bus. ***Parents are not permitted to transport their child to a school field trip. Parents may provide transportation from a school field trip when the necessary documentation has been completed in advance, though this is strongly discouraged.***

Hagan School believes that field trips provide a valuable educational experience for our 3rd, 4th, and 5th grade students. Without the help of volunteer parent chaperones, many of our field trips would not be possible. Please keep in mind the following guidelines associated with chaperoning a Hagan School field trip:

To chaperone a school sponsored field trip, you must have been approved to do so by the SUFSD Board of Education. In September, your child's teacher will submit for approval a list of persons who can chaperone trips during the school year. If a parent, guardian or relative has not been approved by the Board of Education, he/she will not be eligible to chaperone. Because of cost or limited space on our busses, we often have to limit the number of chaperones we can select to go on our field trips. When we have more people interested in chaperoning than spots available, chaperones will be selected randomly and notified accordingly.

GUIDELINES FOR STUDENT BEHAVIOR

The Hagan School community believes that every child has the right to:

1. Attend school in the district in which he/she resides.
2. Receive an education from exemplary adult role models, utilizing appropriate materials.

3. Safe environments conducive to learning.
4. Be respected as an individual, and to be free from any discriminating practices.
5. Provide input (due process) in the event of disciplinary sanctions.
6. Participate in extracurricular activities, such as intramurals and school clubs.

HAGAN WEBSITE

For information regarding school events please access our Hagan website at:
<http://www.spackenkillschools.org/hagan>

HEALTH OFFICE

Students should not be sent to school with instructions to “go to the school nurse to see what is wrong.” The function of the school health services is **not** to diagnose or treat the sick child. We may only administer first aid/emergency care.

We ask that parents keep their child home if he/she is displaying any of the following symptoms:

ELEVATED TEMPERATURE: A student should not be sent to school until his/her temperature has been < 100 without any Motrin or Tylenol for 24 hours.

NAUSEA OR VOMITING: A student should not be sent to school if he/she has vomited within 24 hours, regardless of the suspected cause.

ABDOMINAL CRAMPS/OR DIARRHEA: A student should not be sent to school until they have not had diarrhea for 24 hours.

OTHER SYMPTOMS: Excessive cough, complaint of sore throat accompanied by headache, muscular aches or pain are also symptoms of illness. These symptoms alone do not require a student to stay home, however if they are severe or persistent, each situation needs to be evaluated.

CAST AND/OR CRUTCHES: Before a student returns to school wearing a cast or using crutches, the parent should obtain a note from the physician stating the diagnosis, restrictions for PE/recess participation and orders for crutches or wheel chair use in school. Parents should contact the health office prior to the day the student will return to discuss adjustment to the student’s program.

P.E. EXCUSES: A parent/guardian’s note requesting a gym excuse will be honored for one day. A request beyond one day must have a doctor’s note.

MEDICATION: Medications may be given in school under the following conditions: you must provide a written doctor’s order for the medication (including over-the-counter

medication), have the medicine in its original container with a pharmacy label, and have a responsible adult bring it to the health office.

HOMEWORK POLICY

Realizing that not all children work at the same rate or with the same ease of understanding and that children require different amounts of reinforcement, teachers assign homework based on these differences. Teachers will notify parents about the amount of time to be spent on homework and the procedures to be followed regarding homework completion. However, we believe that homework for all elementary age students can and should be a productive part of their education. If your child is absent from school for 2 or more days, homework requests should be made before 9:00 a.m. by contacting the Main Office, at 845-463-7840.

Teachers assign homework for a variety of reasons:

- To provide students with additional review and practice of what is being learned in the classroom
- To allow students to get ready for the next day's class
- To provide students with an opportunity to learn to use resources, such as libraries, reference materials, and encyclopedias
- To provide students with time to explore subjects more fully than time permits in the classroom
- To enable students to develop good habits and work ethic
- To teach children to work independently
- To encourage self-discipline and responsibility

Homework is meant to be a positive experience and encourage children to learn.

IMMUNIZATIONS

NYS Public Health Law, Section 2164, requires the following immunizations for a child to enter school: 3 Diphtheria, 3 Polio, 2 Measles, Mumps, and Rubella (M.M.R.). Kindergarten children up to 5 years of age will have received Haemophilus influenza type-B (HIB) vaccine. All children are required to have 3 doses of the Hepatitis B vaccine. Immunizations may be obtained from one's private physician/healthcare or from the Dutchess County Health Department. All children must have one dose of the varicella vaccine to enter kindergarten.

NYS Public Health Law, Section 2164, effective September 1, 2015, require all children entering or attending kindergarten through twelfth grades (excepting those children entering eighth through twelfth grades in the 2015-2016 school year) must have received the following immunizations to enter school:

2 doses of MMR vaccine and 5 doses of DTaP vaccine (however, if the fourth dose of DTaP was given on or after the child's 4th birthday, then 4 doses will meet the DTaP requirements), and that children entering or attending kindergarten and grades 1, 6, and 7 in the 2015-2016 school year must have received 4 doses of polio vaccine (however, if the third dose was given on or after the child's 4th birthday, then 3 doses will meet the polio requirements), unless they have acceptable

evidence of immunity, a medical or religious exemption to vaccination, or are in the process of completing vaccinations according to the Advisory Committee on Immunization Practices schedule. All children are required to have 3 doses of the Hepatitis B vaccine. All children must have one dose of the varicella vaccine to enter kindergarten. Immunizations may be obtained from one's private physician/healthcare or from the Dutchess County Health Department.

LOST AND FOUND

Parents are requested to put their child's full name on all belongings. Lost articles are placed in a box in the lobby. Students and parents are encouraged to check frequently for missing items. Articles left in lost and found will be donated to a local charity, at the end of the school year, unless you are notified about earlier times for disposal.

MONEY

If a child must carry money to school, it would be helpful if they could do so in a change purse or wallet that can be carried on his/her person. If you are sending money with your child to school for payment purposes, please secure it in an envelope marked accordingly. In general, students should be discouraged from bringing large sums of money (in cash form) to school.

PARENT TEACHER ASSOCIATION

The PTA (Parent Teacher Association) was founded to secure the general welfare and rights of all children and provide the highest standards possible for education through the support of home and school partnerships.

At Spackenkill, the District-Wide PTA has an executive board. Each school PTA has a chairperson who manages building activities and works with the PTA Executive Board. Many of our events are district wide and the schools work together on projects that benefit all children. Whether the PTA is raising money or presenting helpful information through guest speakers and parent training, the educational welfare of the children is always a top priority. Some of the activities and awards supported by PTA fundraising include National Geography Bee, Reflection and Science Fair Awards, Field Day, 3-5 Class Trips, Parents as Reading Partners Program, and Fifth Grade Moving Up Day Activities.

The Parent Teacher Association invites all families to become members of the PTA during their fall membership drive. For more information, the name of the current Hagan PTA chair is available from the Hagan Office at 845-463-7840.

MEETINGS

Each month there is an Elementary PTA meeting at either Hagan or Nassau school. Meeting times will be noted in the District PTA Calendar (available online at the district website or hardcopy by request only) or via the PTA e-mail distribution list.

NOTICES

PTA notices are sent home periodically about PTA events. Parents, guardians, and teachers can request to join the PTA e-mail distribution list to hear about PTA events and volunteer opportunities.

STUDENT DIRECTORY

This directory lists children's and parents' names, addresses, and phone numbers. It is developed by the Elementary PTA. Permission by families must be received before directory information may be published.

In order to protect the student's privacy, Spackenkill Union Free School District will not be providing any personal student information to the PTA. All information gathered for the directory is solely with the written consent of the parent/guardian. The Spackenkill Elementary PTA Directory is intended for the exclusive use of the SUFSD students and immediate families for informational, non-commercial purposes, and by the SUFSD PTA staff in connection with their authorized activities. Contents of the directory to any third-party, in any form, for or in connection with any political, fundraising, survey or recruiting purposes is prohibited.

PHYSICALS

Education Law and Regulations require physical examinations of children when they register in the school district for the first time and when they are in Grades K, 2nd, and 4th.

PROGRESS REPORTS/REPORT CARDS

Understanding the need for the sense of partnerships with parents in educating children, every effort is made to report academic progress to the parents. Report cards are issued four times a year. All parents are asked to have a conference with the teacher at the end of the first marking period. Three half days are set aside at this time to allow for the meetings. Parents generally sign up for a conference time at the Curriculum Night in September. Extra progress reports can be issued at any other point during the marking periods. Parents are encouraged to request additional conferences during the year if there are concerns. MAPS reports are issued following the fall and spring administrations of this assessment.

RECESS AND PLAYGROUND SAFETY

Recess is important to children. It provides a break from regular school routine, a chance to get some fresh air, exercise, and an opportunity to run off excess energy. All students are expected to go outside for recess; therefore they should dress appropriately for the weather. This is a parental responsibility. For outdoor recess play during the winter months, we recommend the following articles: warm coat, mittens or gloves, boots, snowsuit (extra pair of jeans kept in school), scarf, and a hat. All items should be labeled with your child's name. The decision to go out or stay in for recess is the decision of the school. However, the following temperature guide will be used:

Wind chill below 20 degrees OR Temperature below 20 degrees

The building principal or designee will determine temperature and wind chill based upon their location and temperature reading for their area (See “Considerations for Outdoor Activity in Extreme Cold.”)

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

BEHAVIORAL GUIDELINES:

1. The boundaries of the playground are the pavement and field (when appropriate). Students may not run into the driveway or the parking area to retrieve balls.
2. Activities that involve any type of equipment (fixed equipment such as swings, or game related equipment such as a basketball) should be played in an appropriate and safe manner. Hard balls of any kind are forbidden. Bats are only to be used if they are plastic. Students are not to walk or stand on the slides. Students are not to jump off the swings. Students are not to swing double, swing crooked, stand on the swings, twist the chains, or walk in front of swings.
3. Food, gum, or candies do not belong on the playground.
4. Throwing of rocks, snowballs, wood chips, or dirt are unsafe and unacceptable.
5. Any games involving hard physical contact are not permitted (i.e. Tackle football).
6. Fighting, **pretend or real**, is not allowed.
7. Students are to be considerate of their playmates and supervisors at all times. They are to treat others with respect, and solve problems in a positive manner, while keeping in mind the elements of sportsmanship and the importance of responsible behavior.
8. Once students leave the building for recess, they must get permission from an adult supervisor to re-enter the building. All injuries must be reported immediately to the supervisor on the playground and assessed by the school nurse. When a student needs to use the bathroom, he/she should get permission from an adult supervisor.
9. Students are to enter and exit the building to the playground, in an orderly manner.
10. When the whistle blows, signaling the end of recess, students are to stop all activities **immediately** and line up quietly in an orderly fashion. Students must listen for directions at all times. Repeated violation of the guidelines will result in the loss of recess participation.

CONSIDERATIONS FOR OUTDOOR ACTIVITY IN EXTREME COLD

1. When **wind-chills** are **below 20°F dipping into the teens**, consideration is given as to whether to **suspend outdoor activities**, including physical education, clubs and playground/recess, because the length of time the children would be outside in these instances is increased. If children go outside, staff will be sensitive to children who are not properly clothed, who become wet, or who report they are cold or feeling pain or numbness.
2. The school nurse and principal should have a copy of the wind chill chart in each school (available through the National Weather Service at <http://www.weather.gov/os/windchill/index.shtml>), and they should work together daily to determine when the conditions are too risky for safe outdoor fun. When using temperature and wind chill charts, the reference to the freezing of flesh is **exposed flesh, not protected flesh**. Extra clothing in the health offices is useful.
3. No child should be allowed to remain outdoors for an extended time unless staff can be reasonably assured that all students going outdoors at temperature extremes are adequately clothed. This means that all body parts especially subject to frostbite are covered (feet, hands, ears, noses).

REGISTRATION

When registering your child for school the following items are required: proof of residency, immunization records, physical examination, report card, and a long form birth certificate. Registrations are handled through our District Office which is located on 15 Croft Road, Poughkeepsie, New York.

REQUESTS FOR TRANSPORTAION

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

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

ROOM PARENTS

Each September several parents from each classroom volunteer to be the "Room Parents" for the school year. These volunteers cooperatively plan with the classroom teacher the three holiday

parties and assist with other special events. A room parent meeting is held in September to provide further details.

SCHOOL DAY

Children may arrive to school between 8:25 - 8:45 a.m. unless a staff member contacts you about a special event. Please do not send children to school before 8:25 a.m., or have them stay beyond dismissal. Only under these circumstances are we able to provide adequate supervision before 8:25 a.m. and after 3:00 p.m. Walkers are dismissed at 2:50 p.m. and buses leave our school between 3:00 -3:05 p.m. If your children would like to use the school playground before or after school, please remember to supervise them in this area especially during arrival and dismissal times.

SCHOOL PICTURES

School pictures are taken in the fall and spring. Families are not required to purchase pictures.

SCHOOL PROGRAMS

- **BANANA SPLITS PROGRAM**

Banana Splits is a peer support group run by our school social worker to help children handle issues associated with the loss of a parent, divorce, separation, and remarriage. The program is available to 3rd to 5th grade students.

- **HONEYBEE BEFORE/AFTER SCHOOL PROGRAM**

Honey Bee Daycare operates the before and after-school program for Spackenkill children in grades K - 5. The program operates from 7:00 – 8:30 a.m. and from school dismissal until 6:00 p.m. They provide a supervised, safe, and stimulating environment for children. There are activities that allow children to form friendships, enhance creativity, and increase socialization skills. Daily activities include: arts and crafts, sports and games, homework help, and science and math enrichment.

BREAKFAST/LUNCH PROGRAM

Breakfast is available everyday at 8:30 a.m. to all students. Each day lunch is served. Students may choose from a wide variety of healthy foods including a hot lunch, sandwiches, or a garden salad, and milk. Milk may also be purchased separately. Prices for lunch and milk are posted on the district website. During lunchtime, students may purchase a snack separately.

We recommend that students do not bring carbonated drinks to school. If other kinds of beverages are sent to school, please be sure they are in paper, cans, plastic containers, or thermos bottles rather than glass containers.

For sanitary reasons, the kitchen is restricted to authorized personnel.

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

PARENT-LUNCH WITH CHILD

- *Parents are welcome to come have lunch with their child, provided the following guidelines are closely followed:*
- *The parent must notify the main office in the morning of his/her intent to come have lunch with his/her child.*
- *Parent and child must sit at the table designated for parent/child lunches.*
- *A student may choose ONE friend to join him/her during a parent/child lunch.*
- *Parents are strongly discouraged from bringing in items such as pizza, soda, fast food from McDonalds, etc.*
- *While parents are allowed to come have lunch with their child, coming to visit during recess time is not allowable.*
- *A parent coming to have lunch with his/her child should be an occasional, not daily, occurrence.*

ENRICHMENT

All students in grades 3 - 5 participate in a challenging enrichment program designed collaboratively between the classroom teacher and the STEM Lab within the regular classroom.

The enrichment program also offers a variety of special adjunct programs open to all students. These adjunct topics are evaluated each year to determine if they will be continued or if new ones will be considered. They include:

- **Math/Science Enrichment** Available for students in grades 3-5. Students are selected by their classroom teachers based upon their classroom performance, standardized test scores, and NWEA - MAP scores.
- **National Geography Bee** - This event is held for students in Grades 4-5 and is sponsored by the National Geographic Society. A preliminary competition is held in each classroom to determine a class winner. These winners compete in a school-wide competition. The school winner is eligible to compete in a statewide competition.

- **Odyssey of the Mind** - OM is an international, creative, problem-solving competition. All students in grades 3 - 12 may participate in tryouts to be on the seven member teams, which are coached by volunteer parents/guardians, or teachers. Teams practice for the Regional Competition (Goshen, New York) from November until March after school hours. Teams placing 1st at the Regional Competition are eligible to advance to the New York State Finals at SUNY Binghamton (April). Teams that place 1st at the New York State competition are eligible to compete in the OM World Finals.

SAFE ARRIVAL

School districts are required to inform parents that they have the right to be notified when their children are absent from elementary school. If you have not notified the main office before the start of the school day of your child's absence, you will receive an automated call from schoolmessenger.

SPECIAL EDUCATION

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

Response to Intervention Team (RTI)/Academic Intervention Team

The Response to Intervention Team is a multidisciplinary team which assists classroom teachers in the development of behavioral or learning strategies for students. The variety of assistance may include intervention suggestions, direct support services, consultation, and/or evaluation services. Members of the team include the child's classroom teacher, principal, school nurse, school psychologist, A.I.S. provider, school social worker, speech/language pathologist, and a special education teacher.

Academic Intervention Services (AIS) in Language Arts, Math, and Science

Academic Intervention Services are provided in varying levels of intensity in reading, math, and science, to students who are identified from scores obtained on standardized tests such as the New York State Assessments, Developmental Reading Assessment (DRA), Measures of Academic Progress (MAP), and AIMSweb. Progress reports are sent home quarterly.

SEXUAL HARASSMENT OF STUDENTS

The district is committed to safeguarding the right of all students within the school district to learn in an environment that is free from all forms of sexual harassment. Sexual harassment is unwelcome conduct of a sexual nature, including but not limited to: inappropriate touching, verbal comments, sexual name calling, spreading sexual rumors, gestures, and jokes.

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

SITE-BASED/BUILDING LEVEL TEAM

Each school building has a site-based/building level management team. This provides opportunities for parents, teachers, support service providers, and the principal to develop goals that improve the learning environment for the students.

The Site-Based/Building Level Team values your input and encourages you to contact the parent members. You may leave questions or suggestions for the team in the main office.

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

SNACK POLICY

Hagan Elementary School encourages parents to send healthy snacks for children. Fruits and vegetables are preferred, while candy and junk food are discouraged. Cupcakes or brownies are often standard for a child's birthday celebration, but we find that children enjoy fruit and other healthy alternatives just as much.

STAFF TELEPHONE CALLS

You may contact the principal, the nurse, or teachers by calling Hagan's Main Office, at 845-463-7840 between the hours of 7:30 – 3:45 pm. If staff members are not available, messages will be taken and every effort will be made to return calls in less than 24 hours. **Calls regarding your child's progress and daily concerns should be directed to the classroom teacher.** Building questions should be referred to the principal.

STUDENT RESPONSIBILITIES

1. Attend school daily in a punctual manner, with the necessary materials, and assignments completed. Electronic gaming devices are not to be brought to school unless the teacher grants special permission.
2. Behave appropriately to ensure the safety of oneself and others.
3. Dress in such a way so as not to endanger physical health, limit participation in activities, or be a distraction to others. Appropriate length skirts and shorts are to be worn and midriffs must be covered at all times. No flip flops or skate shoes are permitted in school. Sneakers are required to be worn on P.E. days.
4. To follow rules of: classroom, playground, cafeteria, bus, hallways, and all other school functions.

5. To complete all instructional activities to the best of their ability.
6. To demonstrate respect for the dignity and individuality of all.

A TRIP TO THE PRINCIPAL'S OFFICE

Students visit the principal's office for a variety of reasons. They may need to report an incident, make an inquiry, use the phone, bring in a note, or simply talk. There are also times when students may be involved in an incident, either directly or indirectly, and during these times, it may be necessary for the principal to seek clarification about the details surrounding a particular incident. It is my practice to seek input and discuss the situation with each student prior to making a decision about an appropriate course of action; I appreciate it when students are forthright and explain what happened or what they would have done differently.

Do all students make mistakes at one time or another? Of course, and sometimes there will be consequences for these actions. However, the purpose of my conversations with students and any consequence that may be assigned is for them to learn from their mistakes. I try to make these situations a learning forum for your child. If necessary, I will apprise you of any situation that warrants your notification. *You can assist me by keeping the information on your emergency card up-to-date throughout the year.*

VIOLATIONS OF THE LAW

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

VISITORS

Parents and other community members are welcome to visit our school. To help provide a safe environment for our students, all visitors to the Hagan School campus, both the building and the surrounding school grounds, **MUST** register in the main office, stating the purpose of their visit before being allowed to enter the building or being on school grounds. Please be prepared to show a form of identification upon entering the building. Upon receiving clearance to visit, visitors must sign in and receive a visitor's badge that must be displayed at all times when in the building or on school grounds. This sticker provides access to only the cleared destination. Visitors must sign out at the conclusion of the visit.

Although communication is essential between parents and teachers, we recommend that arrangements be made for mutually convenient times to discuss your child. The privacy and full attention that you and your child deserve is more easily provided with an agreed-upon meeting time. Under most circumstances, stopping by a classroom to discuss your child while a teacher has students is not a good practice.

VOLUNTEERS

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

We ask that you contact your child's teacher or the PTA if you are interested in volunteering at Hagan. Volunteer opportunities are noted on our web pages as well as within school and PTA notices. The Board of Education will approve lists of volunteers, upon review and submission, by the building principal.

Please remember volunteers and all visitors must register at the office when they enter and leave the building. They receive a badge that must be displayed.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (eligible students) certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identified the record(s) they wish to inspect.
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 school to amend a record that they believe is inaccurate or misleading. Additional information regarding the hearing procedures will be provided to the parent of an eligible student when the request is made.
3. The right to consent to disclosures of personally identifiable information contained in the students education records, except to the extent that FERPA authorizes disclosure without consent. Upon request, the school 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 school to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605.
5. The right to request that Student Directory Information be withheld. Additionally, military recruiters, upon appropriate request, will be provided access to secondary school students' names, addresses and telephone listings unless parents notify the District, in writing at the

commencement of the school year, that they do not wish such information be provided to military recruiters without their prior written consent.

The purpose of establishing directory information is to avoid the need to obtain individual parent consent each time the District might wish to recognize individual student or group accomplishments. Directory information is considered public information and may be distributed without obtaining prior parental consent.

Parents or guardians who do not wish to have their child included within the directory information as described above are to annually notify the Office of the Superintendent in writing within two weeks of the publication of this notice.

If you have any questions regarding the access to student information, please contact the Superintendent's Office.

DISTRICT POLICY ON STUDENT RECORDS

The Spackenkill Union Free School District shall disclose information from a student's education records only with the written consent of the parent or eligible student, except:

1. To school officials (including administrators, teachers, support staff, board members and persons employed by or under contract with the School District to perform a special task) within the School District who have a legitimate educational interest in the records. A legitimate educational interest shall include performing a task which is specified in his or her job description or by contract, performing a task related to a student's education or the discipline of a student, or providing a service or benefit related to the student or student's family, such as health care, counseling or job placement.
2. To school officials of another school in which a student seeks or intends to enroll, upon request of such school office.
3. To certain officials of the U. S. Department of Education, the U. S. Comptroller General, and the State and local educational authorities, in connection with certain state or federally supported education programs.
4. In connection with a student's request for or receipt of financial aid, as necessary, to determine the eligibility, amount of conditions of the financial aid, or to enforce the terms and conditions of aid.
5. To State and local authorities to whom the information is specifically allowed to be reported or disclosed pursuant to State statute adopted:
 - i) before, November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and its ability to effectively serve the student whose records are released; and
 - ii) after November 19, 1974, if –

- a) the allowed reporting or disclosure concerns the juvenile justice system and its ability to effectively serve, prior to adjudication, the student whose records are released; and
 - b) the authorities to whom such information is disclosed certify in writing to the District that the information will not be disclosed to any other party except as provided under State law without the prior written consent of the parent of the student.
6. To organizations conducting certain studies for or on behalf of the School District for the purpose of developing, validating or administering predictive tests, student aid programs and instruction.
 7. To accrediting organizations to carry out their accrediting functions.
 8. To parents of a dependent student who claim the student as a dependent for income tax purposes.
 9. To comply with a judicial order or a lawfully issued subpoena provided that a reasonable effort is made to notify the parent or eligible student prior to compliance.
 10. To appropriate parties in a health or safety emergency.

PPRA

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (“ED”)-
 - i) Political affiliations or beliefs of the student or student’s parent;
 - ii) Mental or psychological problems of the student or student’s family;
 - iii) Sex behavior or attitudes;
 - iv) Illegal, anti-social, self- incriminating, or demeaning behavior;
 - v) Critical appraisals of others with whom the students have close family relationships;
 - vi) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - vii) Religious practice, affiliations, or beliefs of the student or parents; or
 - viii) Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of-
 - i) Any other protected information survey, regardless of funding;
 - ii) Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not

necessary to protect the immediate health and safety of a student, except for hearing, vision or any physical exam or screening permitted or required under State law; and

- iii) Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use-
- i) Protected information surveys of students;
 - ii) Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purpose; and.
 - iii) Instructional material used as part of the education curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Spackenkil Union Free School district has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes.

The District will also directly notify parents who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time.

For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- 1. Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- 2. Administration of any protected information survey not funded in whole or in part by ED.
- 3. Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

STUDENT CODE OF CONDUCT

The Spackenkill Union Free School District Board of Education is committed to core values that permeate the institution, drive the decisions, and elicit strong reactions when they are violated. The Spackenkill community maintains a core value of respect for one another. The Spackenkill community must continually strive to translate our core values into specific, positive practices and behaviors.

Spackenkill Union Free School District encourages the administration of such a policy in a way that is fair, firm, reasonable, and consistent with proper due process procedures and in compliance with provisions of federal, state, and local law, as well as with the guidelines, rules, and regulations of the New York State Commissioner of Education and the New York State Board of Regents.

Students

It shall be the **right** of each student in the district to:

1. have a safe, healthy, orderly, and courteous school environment;
2. take part in all district activities on an equal basis regardless of race, color, weight, nation origin, religion, religious practice, gender identity and/or expression, sex, sexual orientation, or disability;
3. take part in student government activities unless properly suspended from participation pursuant to the district's discipline policy;
4. address the Board on the same terms as any citizen of the district;
5. 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.

It shall be the **responsibility** of each student in the school district to:

1. be familiar with, and abide by, all district policies, rules, and regulations pertaining to student conduct;
2. work to the best of his/her ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible;
3. conduct him/herself, when participating in or attending school-sponsored extracurricular events, as a representative of the school district and, as such, hold him/herself to the highest standards of conduct, demeanor, and sportsmanship;
4. be in regular attendance at school and in class;

5. contribute to environment that is conducive to learning and to show due respect to other persons and property;
6. make constructive contributions to the school and to report fairly the circumstances of school-related issues;
7. familiarize him/herself with the Code.

Code of Conduct

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

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

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

- g. knowingly and intentionally damaging or destroying school district property or the personal property of a teacher, administrator, other school district employee, student, or any person upon school district property;
- h. disrupting or interfering with the educational process or with the teacher's authority over the classroom;
- i. making unreasonable noise;
- j. using abusive or obscene, lewd, vulgar, or language or gestures
- k. wearing attire that endangers or interferes with the physical health or safety of any person -on school property, or conveys an obscene, lewd, vulgar, indecent, or plainly offensive message likely to cause a material and substantial disruption of school activities;
- l. disturbing any lawful assembly or meeting on school property;
- m. obstructing vehicles or pedestrian traffic;
- n. unauthorized and/or reckless driving on campus;
- o. failing to comply with the reasonable direction of a teacher, administrator, or other school employee;
- p. willfully disobeying the code of conduct;
- q. disrupting any school activity held on or off campus;
- r. possessing, consuming, selling, offering, manufacturing, distributing, or exchanging alcoholic beverages or illegal substances, which may or may not be labeled for human consumption; inappropriately using or sharing prescription and over-the-counter drugs; or being under the influence of either. Illegal substances "include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any synthetic version thereof. Whether specifically illegal or not, substances designed and synthesized to mimic the intended effects and usages of illegal drugs are prohibited. Selling or attempting to sell, using, or possessing drug paraphernalia is prohibited
- s. engaging in lewd behavior or selling, using, or possessing obscene, lewd, vulgar, or plainly offensive materials;
- t. gambling;
- u. violating the civil rights of other students;
- v. stealing;
- w. extorting;
- x. forging;
- y. hazing;
- z. vandalism;
- aa. entering without authorization on school property, including but not limited to school grounds, buildings, classrooms, and vehicles, during or after school hours;
- bb. arson or attempting arson;
- cc. lateness for, missing, or leaving school or class without permission or excuse;
- dd. cheating, or permitting others to cheat, on tests or other assignments;
- ee. intentionally plagiarizing;
- ff. violating any Board policies, rules, or regulations;

gg. engaging in conduct for which criminal sanctions and penalties may be imposed under state, federal, or local laws.

Range of Penalties:

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

Note: Depending upon the nature of the violation and the student's prior record, student discipline shall be progressive from lighter to more severe punishment. This does not mean that students with different discipline histories or students involved in different violations cannot receive the same penalty. With regard to students with a disability, no penalty may result in a change of placement without a manifestation determination meeting.

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

Initiation of a Student Disciplinary Proceeding

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

The building principal, or acting principal in the event the building principal is absent from school, and Superintendent of Schools are lawfully charged with the authority to suspend students for a period not to exceed five (5) school days in accordance with Section 3214 of the

Education Law. For students who are suspended for up to five (5) school days, the person(s) in parental relationship to the student shall be notified in accordance with Part 100.2 of the Regulations of the Commissioner of Education and Section 3214 of the Education Law.

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

Process for Removal

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

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

Maintenance of Public Order

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

Disciplinary Procedure

- a. The Superintendent, building principal, or his/her designee shall inform any licensee or invitee who violates any provisions of these rules that his/her license or invitation is withdrawn and shall direct him/her to leave the school grounds or other property of the district. In the event of his/her failure or refusal to do so, or in the case of a trespasser or other unauthorized visitor, such designee shall cause his/her ejection from such school grounds or property.

b. In the case of a student, charges for violation of any of these rules shall be presented and shall be heard and determined in the manner established by any applicable state and/or federal law or regulation and the Code of Student Conduct and Discipline for the disposition of such charges.

c. In the case of a teacher or administrator having a probationary or permanent appointment, charges of misconduct in violation of these rules shall be made, heard, and determined in accordance with the procedures authorized pursuant to the Education Law and the terms and conditions of the applicable collective bargaining agreement.

d. In the case of any staff member who holds a position in the classified civil service, described in Section 75 of the Civil Service Law, charges of misconduct in violation of these rules shall be made, heard, and determined as prescribed in the Civil Service Law and the terms and conditions of the applicable collective bargaining agreement.

e. Any other staff member who violates any provision of these rules may be disciplined, up to and including termination, consistent with the terms and conditions of the applicable collective bargaining agreement, if any, and under such laws as may apply.

Enforcement Program

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

b. In the case of any apparent violation of these rules, which, in the judgment of the Superintendent, building principal, or a designee does not pose any immediate threat of injury to person or property, such designee may make reasonable effort to learn the cause of the conduct in question and to provide counseling. Warnings will be given to such persons of the consequences of persistence in the prohibited conduct.

c. In any case where violation of these rules does not cease, the Superintendent, building principal, or a designee shall cause the ejection of the violator from any premises and shall initiate disciplinary action.

d. The Superintendent, building administrator, or a designee may apply to the appropriate law enforcement officials for any aid that he/she deems necessary in causing the ejection of any violator of these rules and he/she may request school district counsel to apply to any court of appropriate jurisdiction for any injunction to restrain the violation or threatened violation of these rules.

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

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

pursuant to the following procedure:

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

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

Non-Discrimination and Anti-Harassment in the School District

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

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

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

For students, the Board prohibits and condemns all forms of discrimination and harassment on the basis of the following protected classes: race, color, weight, nation origin, religion, religious practice, gender identity and/or expression, sex, sexual orientation, or physical or mental disability. Sexual orientation is defined as heterosexuality, homosexuality, bisexuality, or asexuality, whether actual or perceived.

The Board also prohibits harassment based on an individual's opposition to discrimination or participation in a related investigation or complaint proceeding under the anti-discrimination statutes. This policy of non-discrimination and anti-harassment will be enforced on school

district premises and in school buildings; and at all school-sponsored events, programs, and activities, including those that take place at locations off school premises and in another state.

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

Harassment shall mean communication (verbal, written, or graphic) and/or physical conduct based on the aforementioned protected classes and that:

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

b. has the purpose or effect of substantially or unreasonably interfering with a student's academic performance or participation in an educational or extracurricular activity; or creates an intimidating, hostile, or offensive learning environment; and/or effectively bars the student's access to an educational opportunity or benefit;

c. otherwise adversely affects the employment and/or educational opportunities and benefits provided by the district.

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

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

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

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

Development and Dissemination of Administrative Regulations

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

The Superintendent/designee(s) will discuss the topic of discrimination and harassment with all employees and students, express the district's condemnation of such conduct, and explain the sanctions for such conduct. Appropriate training and/or "awareness" programs will be established for staff and students to help ensure knowledge of, and sensitivity to, the issues pertaining to discrimination and harassment in the schools; and to enable employees to prevent and respond to discrimination and harassment. Training will be provided for designated supervisors and managerial employees, as may be necessary, for the investigation of discrimination and harassment complaints. At least one staff member at every school will be trained to handle human relations.

The district's policy and regulations on non-discrimination and anti-harassment will be published in appropriate school publications (such as teacher/employee handbooks, student handbooks, and/or school calendars) and will be posted on the district's website.

It is the intent of the district that all such policies and/or regulations be read consistently to provide the highest level of protection from unlawful discrimination in the provision of employment/educational services and opportunities.

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

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

A student's placement can be changed if:

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

g. the interim alternative setting is challenged before an IHO, the student's pendency placement remains the interim alternative educational setting until the duration of the interim alternative educational setting expires.

h. the family, guardian, and/or student and the school district agrees to a change of program or placement.

Disciplinary change in placement

a. If the district seeks suspension for more than ten (10) consecutive days or if there exists a pattern of suspension of more than ten (10) days in the aggregate, which (because of their length and proximity, as well as the overall number of days suspended) would constitute a change in placement, a CSE will be convened. This meeting will be to:

- decide whether the student's behavior that led to the disciplinary action is related to his/her disability (also called a manifestation determination);
- review or develop a behavioral intervention plan to address the student's behavior.

b. If the CSE decides that the behavior is related to a student's disability, no further disciplinary action will be taken.

c. If the CSE decides that the behavior is not related to a student's disability, the school may discipline the student for that behavior as they would any other student in the school, but must continue to provide FAPE and IEP services.

Parents, guardians, and students have the right:

a. to be notified of the proposed disciplinary action and to have alternate instruction for a student in accordance with Section 3214 of the Education Law;

b. to continue FAPE and IEP services for a student during any period of discipline that exceeds ten (10) days;

c. to mediation or an impartial hearing if they disagree with the CSE's manifestation determination or placement recommendation;

d. to an expedited hearing to challenge a CSE decision that a student's behavior was not a manifestation of his/her disability.

Referrals to Outside Agencies

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

When a student who is suspended for knowingly possessing an illegal drug on school property, or does not attend school in accordance with the provisions of part one of Article 65 of the Education Law, or is otherwise incorrigible, ungovernable, or habitually disobedient, and beyond the lawful control of school officials, he/she may be subject to the filing of a person in need of supervision proceeding consistent with the provisions of Article 7 of the Family Court Act. A student with a disability may, in appropriate circumstances, be subject to the filing of a person in need of supervision proceeding consistent with the provisions of Article 7 of the Family Court Act, provided that the purpose for filing such a proceeding is not to seek a change in placement of the student, unless the district's Committee on Special Education (CSE) has recommended that a person in need of supervision proceeding be instituted.

Reporting Incidents of Harassment, Discrimination, and Bullying

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

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

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

- Spackenkill High School: 463-7810
- Joann Klein, joann.klein@spackenkillschools.org

- Todd Middle School: 463-7830
- Kate Casucci, kate.casucci@spackenkillschools.org

- Hagan Elementary School: 463-7840
- Joanne Shaffer, joanne.shaffer@spackenkillschools.org

- Nassau Elementary School: 463-7842
- Tracie Phillips, tracie.phillips@spackenkillschools.org

Roles of Stakeholders Implementing Appropriate Conduct on School Property

All stakeholders should assist students in maintaining a safe, supportive school environment, a climate of mutual respect and dignity for all students regardless of actual or perceived race, weight, national origin, ethnicity, religion, religious practice, gender identity and/or expression, sexual orientation, gender, or sex, which will strengthen students' self-concept and promote confidence to learn.

Teachers should familiarize themselves with the requirements of this Code.

Administrators should review and familiarize themselves with their obligations under this Code,

including their role in enforcing the Code in a manner that will protect the safety and well-being of the various populations of the school while respecting individual rights. Administrators must conduct the Code's effectiveness, fairness, and consistency of its implementation at least annually.

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

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

Procedures for Early Identification and Resolution of Disciplinary Problems

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

New Entrant Screening

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

Response to Intervention Team

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

Committee on Special Education (CSE)

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

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

Classroom and Building Instructional Personnel

Nothing in the foregoing procedure shall prevent the classroom teacher(s) or building principal(s) from taking whatever other steps they deem necessary, which lies within their responsibilities, for the early identification and resolution of disciplinary problems. This may include, but not be limited to, referral to appropriate, outside human service agencies. Their sound professional understanding of child and adolescent behavior and development is a key to effective resolutions of behavioral problems.

Alternative Educational Programs Appropriate to Individual Student Needs

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

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

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

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

held at the beginning of the school year in each school building within the district.

h. Copies of the Code of Conduct will be made available to persons in parental relation to students at the beginning of each school year and they will be required to sign that they have received it.

i. Copies of the Code of Conduct shall be posted on the district website to ensure community awareness of its provisions; a hard copy will be mailed to any individual who requests it.

j. Copies of the Code of Conduct will be distributed to all non-school organizations that apply to use school district facilities pursuant to the district's policy and procedures governing the use of facilities pursuant to Section 414 of the Education Law.

k. Copies of the Code of Conduct will be provided to all vendors that must enter upon school district property. A provision will be included in all school district contracts whereby the vendor acknowledges having received a copy of the Code of Conduct

Acceptable Use Policy

Board Policy

The Spackenkill Board of Education is committed to the optimization of student learning and teaching and therefore encourages the use of computers and networked resources, including the Internet (an international network made up of smaller contributing networks). The Board encourages computer network use as an integral part of the curriculum. Through software applications, on-line databases, libraries, bulletin boards and electronic mail, the network will enhance educational experience and provide statewide, national, and global communications opportunities for staff and students.

Technology protection measures (i.e., filtering software) have been installed on networked computers with access to the Internet in order to protect against user access to images and materials that are obscene and child pornography (as those terms are defined under federal law), and in the case of users who are under the age of 17, additionally protect against access to images and materials that are harmful to minors as that term is defined under federal law. When access is needed for bona fide research or other lawful purposes, these technology protection measures may be disabled.

The use of school computers, software, network resources and/or the Internet for non-educational purposes such as for profit activity, personal business or illegal activity is prohibited.

Each student or staff member who wishes to use the various schools' networks must establish a user (ID) account. It is our effort to assure the integrity of the use of the network and Internet in the School District. Each account holder must agree to act responsibly and to comply with this Policy and the Administrative Procedures promulgated by the Superintendent of Schools regarding access to and use of computers

and networked information resources. Therefore, prior to establishing a user account, each student and staff member must sign a user agreement. In the case of students, the student's parent or legal guardian must also sign the user agreement.

Any account user who, after due process has been afforded, is determined to have used district computers, networked information resources and/or the Internet in violation of this policy and its Administrative Procedure may have his/her user account suspended and/or revoked. Also, a breach of the terms of this Policy and Administrative Procedures may result in disciplinary action consistent with applicable laws and regulations, the Student Code of Conduct and collective bargaining agreements. A breach of the terms of this Policy and Administrative Procedures shall result in a referral to appropriate law enforcement officials where the breach involves suspected illegal or criminal activities. Users acknowledge that in the course of using the Internet, there may occur interruptions in service beyond the control of the District, which may result in the loss of data, information or files. The District disclaims any and all responsibility for loss of data, information or files, caused by such service interruptions.

Users shall not use the Internet for any purpose that would violate any District policy and/or regulation, or that would violate any State or Federal law or regulation.

Administrative Procedures

General:

A user account issued pursuant to District Policy and these Administrative Procedures may be suspended or revoked in the event of a breach of any of the provisions set forth below. A breach of the terms of the District Policy and these Administrative Procedures may also result in disciplinary action against the user consistent with the Student Code of Conduct, any applicable collective bargaining agreement, and State and Federal laws and regulations, and, where the breach is suspected to be illegal, referral to appropriate law enforcement officials.

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

Responsibility:

An individual user is not permitted to damage, tamper with or hack into any computers, computer systems, or networks that are accessible over the District's computer network, or any District computer network user's folders, files or work. Due to the wide availability of services and information on the Internet, some of which may be potentially offensive to certain groups of users, the individual user must be responsible for his/her actions in navigating the network.

Privacy:

Users possess no reasonable expectation of privacy with respect to their on-line activities and acknowledge that the network administrator may periodically review users' on-line activities during the course of performing routine maintenance of the District's computer network. Users further acknowledge that if they are suspected of having violated this policy or any other District policy, rule and/or regulation, or any law, in any manner, the network administrator and/or appropriate school official may require access to their files to review on-line activities. The District, and/or any of its agents and employees who review on-line activities of account holders suspected of having violated this policy, shall not be subject to any claims arising out of such review of on-line activities.

Security:

Security on any computer system is a high priority, especially when the network involves many users. Anyone identifying a security problem on the Internet must notify a network administrator.

Network Etiquette (Netiquette):

Users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to: being polite, not being abusive in messages to others; using appropriate language, not swearing and not using vulgarities. Illegal activities are strictly forbidden.

Copyright:

Users must respect all copyright issues regarding software and attributions of authoring. The unauthorized copying or transfer of copyrighted materials may result in the suspension or revocation of a user's account.

Improper Use:

Users shall not post, send, transmit, publish, download, upload, copy, print or otherwise disseminate information containing any advertising or solicitation of other members to use goods and services that are not for school-related purposes. Users shall not use an account to conduct business or activity which is prohibited by law. The District shall not be responsible for any financial obligation that may arise from a user's unauthorized use of the technology.

Communicating:

When using the District's computers and networked information resources, all users should use language appropriate in the school context. Profanity, obscenity, vulgar or sexually offensive language is prohibited. The unauthorized disclosure, use of dissemination of any personally identifiable information regarding any minor is prohibited.

Users must respect the rights of others and be mindful of the age and maturity of those with whom they are communicating.

Information on Other Systems on the Internet:

Some systems contain information that contains defamatory, abusive, obscene, profane, pornographic, age-inappropriate and otherwise offensive, threatening, inflammatory, hate promoting, violence-promoting, anti-social, or illegal materials. The Spackenkill School District does not condone or permit the use of such materials in the school environment. Users and parents/guardians of student users should be aware of the existence of such materials. Users who bring such materials into the school environment may have their account suspended or terminated, may be subject to school disciplinary action, consistent with the Student Code of Conduct, applicable collective bargaining agreement, and State and Federal laws and regulations and shall be referred to appropriate law enforcement officials where such activities are suspected to be illegal.

Use of Network for Illegal Activities:

Users shall not tamper with, hack into, vandalize, read, modify, edit, delete or otherwise engage in unauthorized use of any computer files, including other users, which are accessible over the District's computer network.

Safety:

Any user who receives any communication that includes obscene, child pornographic, violent, harassing, threatening or unwelcome content shall immediately bring them to the attention of the supervising teacher or administrator.

Due Process:

Any student user who is suspected of using the Internet in a manner that would violate this policy or any other District policy, rule and/or regulation, or would violate any State or Federal law or regulation, will be notified of the alleged violation and provided with an opportunity to respond to and discuss the allegations.

