

**RYDER & RADEZ
ELEMENTARY HANDBOOK
(PreK-5)**



2022-2023

*Ryder Elementary School (Grades PreK-2) - 518-234-2585
Radez Elementary School (Grades 3-5) - 518-294-6621
www.crcsd.org*

TABLE OF CONTENTS

DIRECTORY INFORMATION	PAGE(S)
Table of Contents	2-3
CIVILITY, CITIZENSHIP AND CHARACTER EDUCATION	
Interpersonal Violence Prevention	4
EMERGENCY SCHOOL CLOSING	
Bad Weather or Other Emergency	4
Emergency Management Plan	4
Safety Procedures and Drills	5
FOOD AND FUN	
Cafeteria	5-6
Recess	6
INSTRUCTIONAL PROGRAM	
Tips For Student Success	6
Six Day Rotation	6
Length of Day	6
Homework Guidelines	7
Field Trips	7
Report Cards and Marking Periods	8
Library Books/Textbooks	8
Music Program	8
Open House	8
Requests for Learning Environments	8
Testing Program	8-9
Remedial Reading & Math Programs & Academic Intervention Services (AIS)	9
Physical Education Class	9

PARENTAL INVOLVEMENT

CREST	10
Student School Pictures	10
Volunteers	10

PUPIL PERSONNEL SERVICES

Attendance	10-12
Health Services	12-13
Student Services	13-15

STUDENT ISSUES

K-5 Student Code of Conduct Overview	16-21
Dignity for All Students Act	17
Sexual Harassment Policy	18-19
Property	21
Computers - Acceptable Use Policy	22
Custody/Court Papers	22
Family Educational Rights & Privacy Act (FERPA)	22-23
Toys and Electronic Devices	23
Phone Calls Home	23
Temporary Guardianship/Child Care	23
Party Invitations	24
Cellular Phone and Pagers	24

TRANSPORTATION/PARKING/VISITATION/OFF CAMPUS FACILITIES/CIVIL RIGHTS

Passing School Buses	24
School Bus Transportation	24-26
Pedestrian Safety	26
Parking/Private Vehicle Traffic	26-27
Visitation Policies	27
Civil Rights Discrimination	28

NYS Department of Health Immunization Requirements	29
---	-----------

CIVILITY, CITIZENSHIP AND CHARACTER EDUCATION

The Board of Education recognizes that teaching students respect, civility, and understanding toward others, as well as the practice of reinforcement of appropriate behavior and values to our society, is an important function of the school system.

The Cobleskill-Richmondville Central School District wishes to foster an environment where students exhibit behavior that promotes positive educational practices, allows students to grow socially and academically, and encourages healthy dialogue in respectful ways. By presenting teachers and staff as positive role models, the District stresses positive communication and discourages disrespectful treatment. This policy is not intended to deprive and/or restrict any student of his/her right to freedom of expression, but rather seeks to maintain, to the extent and reasonable, a safe, harassment-free and educationally conducive environment for students and staff.

Furthermore, the District shall ensure that the course of instruction in grades K-12 includes a component of civility, citizenship and character education in accordance with Education Law. Character Education is the deliberate effort to help students understand, care about and act upon core ethical values.

Character Education principles (Honesty, Tolerance, Personal Responsibility, Respect for others, Observance of laws and rules, Courtesy, Dignity and other traits) are incorporated into academic and other areas of the students' school day to enhance the quality of students' experiences in, and contributions to, the community.

The District staff, students, parents and community members are involved in the implementation and reinforcement of Character Education in the schools. The C- RCS District Character Education Committee has adopted the following Character Education words of the month:

September – **RESPONSIBILITY**, October – **RESPECT**, November – **CITIZENSHIP**, December – **CARING**, January – **EMPATHY**, February – **TRUSTWORTHINESS**, March – **PERSEVERANCE**, April – **FAIRNESS**, May – **PATIENCE**, June – **PRIDE**, July – **COOPERATION**, August – **SPORTSMANSHIP**

Emergency School Closing

BAD WEATHER OR OTHER EMERGENCY

If a decision is made to close or delay school opening because of bad weather or other emergency, a School Broadcast call will go out. The following radio and television stations will broadcast the information: AM-WSDE 1190, FM-FLY 92, FM-WRVE 99.5, FM-WYJB 95.5, channels WXXA 23, WNYT 13, WRGB 6 and WTEN 10. The *Times Union* Website and schoolclosingsnetwork.com will also list the emergency information.

Parents are asked to refrain from telephoning the elementary school offices. Please listen to radio/TV stations to obtain this information. When school must be closed during a normal school day for emergency situations, the above listed radio and television stations carry these announcements. Parent contact may be made. If you have any special needs regarding how you should be contacted or where your child should be transported to should an emergency ever occur, please be sure to put this in writing and send it to school with your child. Parents may wish to develop and discuss with their children a "back-up plan". This

would help children understand what to do if they ever arrive home from school and no one is home.

EMERGENCY MANAGEMENT PLAN

In accordance with the Regulations of the Commissioner of Education, a school emergency management plan has been prepared for the Cobleskill-Richmondville Central School. The purpose of the plan is to ensure the safety and health of children and staff and to ensure coordination with similar emergency planning at the municipal, county, and state levels. Each year there will be at least one practice drill for sheltering and early dismissal of staff and students. The drill will test the usefulness of the communications and transportation systems during an emergency. Parents will be notified at least one week prior to the practice drill, which will be conducted near the end of a school day. A copy of the school emergency plan is available for inspection at each school or the District Office.

SAFETY PROCEDURES AND DRILLS

Safety of students and staff is a top priority of the C-RCS District. Procedures are in place for fire, high winds, intruders and threats. Fire drills are practiced with students. As stated above, we participate in countywide early dismissal evacuation drills. These procedures would be used in any emergency evacuation. Parents choosing to pick up their children will be directed to staging areas where students may be signed out in a safe and orderly manner.

FOOD AND FUN

CAFETERIA

MENU: The menu is sent home monthly. The back of the menu contains notices and information for parents. The school menu offers a daily choice 1 or 2. All meals consist of five components. Students have the option of choosing from three to five components for the same price. All buildings offer daily breakfast to students. In the event of a one-hour school delay, breakfast is still served. The price is \$2.50 per day for PreK-5 students. Students who receive reduced-price/free lunches also qualify for the same with the Breakfast Program. For questions regarding the Breakfast and/or Lunch Program(s), contact the cafeteria manager.

SCHOOL BREAKFAST/LUNCH PRICING SCHEDULE 2022-2023:

- **BREAKFAST** – PreK-5 Student: \$2.50 (reduced \$0.25), Adult: \$3.00
Ala Carte Student Entrée: PreK-5 \$1.50
Ala Carte Adult Entree: \$2.50, Milk: \$1.00, Juice: \$1.00, Fruit: \$1.00 (plus tax)
- **LUNCH** – PreK-5 Student Meal: \$2.75 (reduced price \$0.25)
An entree includes 2 or more components. A fruit and/or vegetable must be one of those components and any type of milk will be considered a Full Meal Pattern meal.
Adult Meal: \$5.02 Adult meal components are not federally funded.
- **SNACK ITEMS (Radez ONLY)** – Ice Cream: \$0.50 & up, Snack Juice: \$0.50, Misc. Snacks: \$0.40 & up, Chips: \$0.50 & up
Bottled Water: \$0.50, Snapple/Sports drinks: \$1.75

MEAL ENVELOPES RADEZ AND RYDER SCHOOLS: Breakfast and lunch envelopes are sent home with all students on a monthly basis. Parents need to use these envelopes on a weekly basis to record the breakfast, lunch and snack choices. Every Monday, when the envelopes are sent to school with the children, the teacher records the snack choices for the week and the cafeteria enters the money for the week. Credits are issued when absences occur. For snack credit information, please contact your child's teacher. For meal balances, please contact your cafeteria manager.

ACCOUNTABILITY PAYMENT SYSTEM: A district-wide accountability system is now in place giving students the option of prepaying for meals. We also offer MySchoolbucks an online payment option. When using prepaid envelopes, please include your child's name and student identification number on the envelope. Monies paid in advance and not used during the school year cannot be refunded but will be credited to your child's account for use in the subsequent school year. Monies placed on account cannot be used for Ala Carte purchases.

CHARGING POLICY: No child will be denied a meal due to charges but excessive charging is discouraged. Letters will be sent to parents of those who have outstanding charges. Ala Carte items cannot be charged.

BREAKFAST & LUNCH PROGRAM: An application for free or reduced-price school meals can be obtained from any school building or online. All completed applications can be returned to any building to be forwarded to the district food services coordinator as soon as possible at the start of the school year. Applications for free or reduced-price meals may also be completed anytime during the school year when a family's income or size of household changes.

DINING ROOM: The cafeteria is a restaurant and restaurant manners and behaviors are expected to be used at all times. Students are encouraged to stay seated, talk in conversational voices, respect others, recycle and follow directions.

RECESS

Students have recess each day on the playground, weather permitting. **They should be dressed for outside play (including boots).** Please have students prepared for the cold weather months with appropriate clothing. When weather does not allow outside recess, it will be held in the gymnasium or classroom. Students receive regular reviews of the recess rules.

INSTRUCTIONAL PROGRAM

TIPS FOR STUDENT SUCCESS

All students should be encouraged to:

- *Get a good night's sleep.
- *Eat breakfast.
- *Be in school on time.
- *Be prepared with necessary supplies (lunch, snack, books, etc.).
- *Keep notebooks/folders neat and organized.
- *Use a homework assignment pad.
- *Complete all assignments carefully (in a quiet, well-lit area).
- *Ask for help if he/she doesn't understand the work.
- *Study class work and reading materials for tests.
- *Try his/her best!

SIX-DAY ROTATION

We currently operate on a six-day rotating schedule. Use of this prevents elementary students from missing any of the special classes (i.e. Music, Art, Library and Physical Education) due to holidays, snow days, etc. The days are numbered on the menu. In the event that school is canceled, the numbers continue the following day. (Example: Wednesday is day 2 and Thursday is a snow day; Friday then becomes day 3.)

LENGTH OF SCHOOL DAY

<u>Building</u>	<u>Students May Enter Building</u>	<u>School Day Starts</u>	<u>Dismissal</u>
Ryder Elementary	8:05 a.m.	8:15 a.m.	2:50 p.m. - Parent Pick-Up 3:10 p.m. - Bus
Radez Elementary	7:45 a.m.	8:05 a.m.	2:50 p.m.

HOMEWORK GUIDELINES

Preamble: Quality class work and classroom participation is primary. Learning may be supplemented through homework. Teachers' professional judgment should reflect consideration of student situations when assigning meaningful homework. The following suggested guidelines are offered with this in mind.

DEFINITION OF HOMEWORK: Activities given to a student to be completed after a lesson outside the regular class period. Activities include reviewing daily papers, reading with or to parents, making up of any missed class work, extra practice, problem-solving, gathering information, making observations, computation and home/school communication. Homework can be practice, preparation and/or extension

GENERAL STATEMENTS: Homework provides....

- a disciplined approach to learning
- opportunities to foster students' initiative, independence and responsibility
- reinforcement as a supplement to school learning experiences
- opportunities to make school and home partners in learning for real-life applications of skills, knowledge and concepts learned in school.

SOME TYPES OF HOMEWORK ASSIGNMENTS:

1. **Practice** -- practice assignments provide students with opportunities to reinforce newly acquired skills and to apply recent learning. This type of homework is matched to the ability and background of the individual student. Practice assignments are given after the teacher is confident the student understands the concept correctly and will need little to no help from an adult or older sibling.

2. **Preparation** -- Preparation assignments help prepare students for future lessons. When assigning this type of homework, teachers should:

- provide sufficient guidelines to enable students to understand
- monitor length and difficulty of assignments
- coordinate reading assignments to make them meaningful
- be aware of students' current abilities to listen, observe, interview, do library research or otherwise gather and organize information prior to class.

3. **Extension** -- Extension assignments take the student beyond the classroom and encourage individualized and often creative and imaginative pursuit of knowledge. The primary characteristic of extension homework is to focus on student production rather than reproduction.

4. **Home/School Communication** -- Communication includes sharing of work done in school, newsletters, notes from teachers, field trip information, report cards and the like.

TEACHER/PARENT FEEDBACK: All students benefit from feedback on the quality of their efforts. Grading is one form of evaluation; teachers' comments on students' homework also represent a beneficial form of feedback. If homework is to be of value to students and teachers, it must be reviewed. When appropriate, self-correcting or peer-correcting techniques may be used. It is helpful when parents let teachers know why homework has not been completed. A note from parents that indicates an honest effort was made to complete an assignment will be given due consideration.

FIELD TRIPS

Field trips are a valuable part of the educational program. Each time your child's class is planning a field trip, it is necessary for the teacher to receive signed permission from the parent/guardian. A permission form will be sent home with your child. Be certain to read, complete and sign both sides of the form. Unfortunately, failure to return a permission form prohibits your child from attending the field trip and he/she will need to remain at the school. In accordance with District policy, parents/guardians wishing to personally provide private return transportation for their child from a field trip must complete and return to the classroom teacher a "Travel Release" form **prior** to the event. Forms are available from your child's teacher or in the main office.

REPORT CARDS AND MARKING PERIODS

Report cards in grades K-5 are issued on a quarterly basis, dates can be found on the district calendar.

LIBRARY BOOKS/TEXTBOOKS

The District provides textbooks and library books for students. Students are expected to take good care of these books and are responsible for not losing them. Library books are due back to the library on the date indicated and textbooks are returned to the classroom teacher at the end of the school year. In both cases, the books should be in good condition. If a child damages or loses a book, he/she will be asked to pay for it.

MUSIC PROGRAM

VOCAL MUSIC: Students may join choir beginning in the third grade and continuing through fifth grade. Grades 3, 4, and 5 choirs perform two concerts each year (December and spring). Choir members are expected to participate in both performances.

INSTRUMENTAL MUSIC: Students begin the instrumental music program in grade 3 by first becoming familiar with the recorder. In grade 4, students are offered the opportunity to choose a band/string instrument to begin lessons in school. This program continues through grade 5 and beyond.

OPEN HOUSE

Each fall parents/guardians are invited to attend an Open House at their child's school. Information will be sent home prior to the scheduled date.

REQUESTS FOR LEARNING ENVIRONMENTS

In May of each school year, the elementary staff begins the process of developing class lists for the coming school year. We take much care in the generation of these lists to ensure that all students are placed in appropriate classrooms. Many factors are considered when developing the class lists such as gender, academic achievement, participation in special support groups, peer and student relationships, etc.

We understand that parents, as their child's first teachers, may have reasons for requesting or not requesting a specific learning environment. Examples of these types of instances are: (1) personal experiences with a particular teaching style and/or (2) personal needs that can best be met by a particular teaching method. **We accept requests for a type of learning environment, but NOT FOR A SPECIFIC TEACHER.** Our goal is to develop well-balanced classrooms for all sections at every grade level. **It is necessary for any parent wishing to make a request for a type of learning environment to do so IN WRITING BY MAY 1.** This written request must include a brief synopsis of your child's particular learning style. We will match those needs with the strengths of our staff. While we cannot guarantee that a request will be honored; we will review all and consider those that meet the above criteria.

TESTING PROGRAM

Standardized tests are administered to students in certain grade levels. (Exact dates will be announced.)

REMEDIAL READING AND MATH/ACADEMIC INTERVENTION SERVICES

There are presently early intervention and remedial programs for students in grades K-5 in both Reading and Math. Children qualifying for these programs are selected based upon their scores on achievement testing, teacher observation and new student screening. Students placed in the programs continue to receive support until they have achieved continued success in the classroom and/or score in the average range on achievement testing.

Our intervention program varies depending on the needs of the students and teachers. Some of the students receive support through a pull-out model, while others push-in to the general classroom. Remedial teachers work cooperatively with classroom teachers to provide at least one-half hour per day of reading support and/or one-half hour of math support every other day. This may vary depending on schedules, but this is the minimum of services the identified students receive.

Academic Intervention Services (AIS) are state mandated services designed to help eligible students achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4 - 12.

Selection - Students in all grades are selected based on teacher recommendation, parent input and evidence of academic need. Standardized test scores are used in grades 3-8.

Notification – Parents will be notified in writing when a student’s performance indicates a need for placement in a remedial program. This notification is sent at least 3 days prior to the student’s formal placement in order to give the parents time to ask questions or respond to the placement. It is recommended that the parent call and request an appointment to meet with the classroom teacher and the teacher who will be working with the student. This meeting will not only provide for a more direct communication link, but will give the parents an opportunity to find out how they can help their child.

Annual Meeting - Each year, the District holds an annual dinner meeting for families of students in the Title I/AIS programs. The purpose of this meeting is to keep parents informed about remedial programs and to meet socially.

PHYSICAL EDUCATION CLASSES

Children regularly attend physical education classes with a certified physical education teacher. Many of the physical education classes are held outside. Please keep in mind safety as children need to dress appropriately not only for weather conditions, but also for higher physical activity levels that would normally accompany an activity based curriculum. Sneakers are important not only for safety reasons, but also to protect our gym floors. Sneakers must fit properly and be tied. Jewelry is discouraged as it can easily become lost, broken or cause physical injury to the child who is wearing it or to another. During inclement weather when children would naturally be in the gymnasium, wearing pants that are too long, which can easily be tripped over, are a hazard. Physical education teachers are charged with making sure that safety regulations are in place. You can support your child having a safe and quality physical education experience by having him or her not wear jewelry on physical education days, not wearing pants or other garments that are too long or too tight, etc. for the appropriate physical activities that are scheduled for the class. If you have any questions, feel free to contact our physical education staff as they will be more than happy to answer any specific questions.

PARENTAL INVOLVEMENT

CREST (Cobleskill-Richmondville Educational Support Team)

CREST members consist of parents, teachers/staff, families and friends of children in grades PreK-5. CREST hosts fundraisers and family activities to enhance the elementary program, as well as acts in a support function. Contact email for CREST is: crest.crcs@gmail.com. Meetings are held monthly. Please check the district calendar for specific dates and watch for meeting dates listed on the reverse side of lunch calendars that are sent home monthly. Child care is available for CREST meetings. Everyone interested is encouraged to attend meetings as often as they possibly can and/or assist as a volunteer at any event. It is not necessary to attend monthly meetings to be active in CREST. In fact, we can always use all of the energy, ideas and volunteer assistance that we can get!

- **STUDENT SCHOOL PICTURES** are taken twice during the school year. Detailed information for parents will be sent home with students.
- All those wishing to serve as an **ELEMENTARY VOLUNTEER** on a regular basis are required to complete the Cobleskill-Richmondville Central School Application for School Volunteer. These must be approved prior to beginning work. Applications are available in both elementary offices.

PUPIL PERSONNEL SERVICES

ATTENDANCE

DISTRICT ATTENDANCE POLICY SUMMARY

The Board of Education recognizes that student attendance in school is an important part of academic achievement and overall school success. Student interaction with teachers and other students in class helps to enhance the academic learning experience and provides a basis by which students can demonstrate mastery of subject matter. It is important that students, parents, and the school work together to achieve the goals set forth in the attendance policy.

The attendance policy of the Cobleskill-Richmondville School District is designed to accomplish the following:

- To accurately monitor the attendance, absence, tardiness and early release of students;
- To ensure sufficient pupil attendance of classes so that pupils may achieve state mandated education standards;
- To verify student location for safety reasons and to account to parents regarding the location of children during school hours.

School Responsibilities: Attendance will be taken during each class period in grades 6-12, and once per school day in grades PreK-5. Continuous monitoring will be conducted to identify students who are absent, tardy or leave class or school early. In the event a student is absent without prior notification, the district shall attempt to contact the pupil's parent(s) or persons in parental relation.

All attendance information will be recorded and analyzed periodically to identify patterns or trends in student absences. In addition, designated staff member(s) will contact the student's parents and the student's guidance counselor. Such staff member(s) shall remind parents of the attendance policy, explain the ramifications of unexcused absences, stress the importance of class attendance and discuss appropriate intervention strategies to correct the situation.

Student attendance information is analyzed at the end of every quarter. An attendance letter is sent home to the parents of students who have been absent and/or have been tardy at least 10% of the school days thus far that school year. This letter is meant to inform parents of the number of absences and/or tardies of their student and is not meant to question the validity of the student absence.

Parent Responsibilities: It is expected that parents will ensure their children attend school regularly and on time. When it is necessary for a student to be absent from school, absences will be excused based on the following:

Excused non appearance shall include, but is not limited to: personal illness, death in the family, religious observance, quarantine, required court appearances, attendance at health clinics or other medical/dental visits, approved college visits, military obligations, absences approved in advance by the Principal, and other reasons as may be approved by the Commissioner of Education. All other absences, tardiness or early departure for which the pupil has no valid school approved excuse shall be considered unexcused.

It is the parent's responsibility to notify the school office by 8:30 a.m. (by phone or email) on the day their child is absent. Parents will also provide a written excuse upon the student's return to school. If a written excuse is not received within 3 school days of a student's return to school, the absence will be recorded as an unexcused absence.

Student Responsibilities: The building principal and/or classroom teacher may determine that a certain percentage of a student's grade be based on classroom participation. Students who are absent from instruction shall be afforded the opportunity to make up the class participation portion of their grade, as well as any work missed. Upon returning to school following an absence, tardiness, or early departure, it shall be the responsibility of the student to consult with his/her teacher(s) regarding arrangements to make up missed work, assignments, tests and class participation requirements in accordance with a time schedule and manner specified by the teacher. Unexcused absences will result in disciplinary action consistent with the district's code of conduct. Those penalties may include, for example, detention, in-school suspension and/or referral to Family Court. Students may also be denied the privilege of participating in or attending extracurricular events.

ABSENT OR EXCUSED PART OF THE DAY: Students leaving school for an appointment with a doctor, dentist, etc., must bring a note to the school nurse/attendance aide in the morning in order to be issued a bus pass. Attendance cards are marked accordingly.

When the child is picked up, the parent or person picking that child up must sign the child out in the logbook provided in the office. **Children are not permitted to leave the building on their own.** If the student returns to school on the same day, he/she must report to the office before returning to class. Students without excuses must report daily for temporary admittance until an excuse is received.

LATE ADMITTANCE: When students arrive at Radez after 8:05 a.m. and at Ryder after 8:20 a.m., a parent must sign them in at the main office. These students need to bring an excuse explaining the reason for the tardiness.

SAMPLE EXCUSE

Date: _____

_____ was absent/late _____

Child's Name **Date(s)**

Due to _____

Reason

Parent Signature

OUTSTANDING ATTENDANCE AWARD: Those students who have outstanding attendance throughout the school year will be eligible for a certificate. Attendance will be recorded through the Friday before the last week of school.

For students to qualify, they must attend school everyday. Excused tardiness, going home ill or leaving early for excused reasons (i.e. doctor's appointment) will not count against the student in being awarded this certificate.

*Perfect Attendance Award – This award is given to those students who have not missed any days for the entire school year. This means they were at school on time and stayed for the entire day.

HEALTH SERVICES

SICKNESS DURING THE SCHOOL DAY:

Health Office Information Cards are sent home early in September for parents to complete. The information that parents provide on these cards is very important, especially in emergency situations. If you have a change to emergency contact person(s) or new home/business telephone number(s), please write this information and send it into school so that our records may be updated. In the event that a child becomes ill during the school day and needs to go home, it is a parent's responsibility to provide transportation home.

STUDENT PHYSICALS:

REQUIRED NYS SCHOOL HEALTH EXAMINATION FORM

TO BE COMPLETED IN ENTIRETY BY PRIVATE HEALTH CARE PROVIDER OR SCHOOL MEDICAL DIRECTOR

Note: NYSED requires a physical exam for new entrants and students in grades Pre-K or K, 1, 3, 5, 7, 9 & 11; annually for interscholastic sports; and working papers as needed; or as required by the Committee on Special Education (CSE) or Committee on Pre-School Special Education (CPSE).

VISION/HEARING SCREENINGS:

New York State Education Law requires vision screening to new entrants and students in grades Pre-K, K, 1, 3, 5, 7 and 11 and at any other time needed. Hearing screenings are required of all new entrants and grades Pre-K, K, 1, 3, 5, 7 and 11 and at any other time deemed necessary.

DENTAL HEALTH CERTIFICATES:

New York State Education Law requires all new entrants and students in grades Pre-K, K, 1, 3, 5, 7 and 11 have a mandatory dental health examination. The dental health forms will be given to students in the grades listed and must be completed by the child's dentist. Once this form is completed it must be returned to your child's school nurse.

SCOLIOSIS RESULTS:

New York State Education Law requires school authorities who examine pupils for the presence of scoliosis to transmit the positive results of the exam, in writing, to the parent/guardian of such pupils within ninety days after the finding. Girls in grades 5 & 7 and boys in grades 9 are mandated to receive scoliosis screening.

MEDICATIONS:

If a student needs to be on any medication (prescription or over the counter medication) during school hours, please see that the medication is properly labeled. The label must include the child's name, medication name, time to be given, dosage, duration and it must be in the original container (pharmacies will provide a second labeled container upon request). This medication must be accompanied by orders from a licensed health prescriber AND a note from the parent requesting the school nurse to administer the medication to the child. **Forms for this are available in the health office.** Over-the-counter medications (i.e. Tylenol, cough drops, aspirin, etc.) must be brought to the health office and **NEVER** given to students to keep.

PEDICULOSIS (Head Lice):

Head lice are defined as a parasitic skin infection involving the scalp and facial hair. Diagnosis of head lice is determined by the presence of live lice and/or eggs (nits) that are found on the hair shaft within ½ inch of the scalp. Students with an active case of head lice will be excluded from school. Parents will be counseled by the School Nurse regarding the correct methods of treatment. Parents must transport their child to school following appropriate treatment measures. The student will be reevaluated by the School Nurse prior to returning to class. A copy of the complete “Health Services - Pediculosis” is available upon request.

FIELD TRIP MEDICATION:

- a. For students who are self-directed (able to take his/her own medication as determined by physician, parent and school nurse): teachers or other school staff should carry the self-directed student’s medication as per doctor’s orders.
- b. For students who are not self-directed:
 - the parent or guardian may attend the activity and administer the medication; or
 - the parent can personally request another adult who is not employed by the school to administer the medication on the field trip and inform the school district in writing of such request; or
 - the student’s health care provider can be consulted and may order the medication time to be adjusted or the dose eliminated.
 - If no other alternative can be found, a licensed professional employed by the district must administer the medication.

HEALTH-RELATED EXCUSES FROM GYM:

No child may be excused from physical education class participation for more than one week without a physician’s excuse. Those students wishing to have limited participation must bring a note from home, signed by parent/guardian, stating the reason for limitations. Forms for a modified physical education program are available in the Health Office and must be signed by a physician. Questions regarding this matter should be directed to the school nurse.

IMMUNIZATIONS REQUIRED:

See attached NYS DOH Immunization Requirements on p. 29.

STUDENT SERVICES

A PARENT’S RIGHT TO KNOW: The Family Educational Rights and Privacy Act (FERPA) or “Buckley Amendment”:

- a. Provides that both parents, the non-custodial and the custodial, possess all the rights provided for in the statute. It provides in general for the right of a parent to review information contained in educational records maintained by the school district within 45 days of the written request to the building principal that identifies the records they wish to inspect.
- b. Provides the right to request in writing to the principal the amendment of education records that are believed to be inaccurate or misleading. This request must clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. Parents will be notified when amendment requests are denied.
- c. Provides that a school district must accord a natural parent the rights the act accords him or her unless the courts or a responsible party have provided a legally binding document that specifically removes that parent’s right to have knowledge about and participate in his or her child’s educational process. ***A copy of the full policy is available in the district office.***

POLICY ON RELEASE OF STUDENT DIRECTORY INFORMATION:

From time to time, officials of the school are contacted to release “directory information” about the students. The Cobleskill-Richmondville Central School District has an established policy for handling the release of student directory information as required under the Family Educational Rights and Privacy Act of 1974. This includes the pupil’s name, address, telephone listing, date and place of birth, major field of study, participation in officially-recognized activities and sports, weight and height of members of athletic teams, dates of attendance, diploma and awards received and the most recent previous educational agency or institution attended by the pupil.

The policy states that no personally identifiable information about any student other than student “directory information” may be released to a particular person or institution without the written consent of the parent or eligible student.

If any parent or student wishes that this student “directory information” not be released, please contact the building principal by September 15th. A copy of the full policy is available in the District Office.

ELEMENTARY SCHOOL COUNSELOR:

The elementary counseling program offers the services of one K-5 elementary guidance counselor. The primary function of our elementary guidance counselor is the development, implementation and evaluation of programs that support and foster the academic growth of our elementary school students. Counselor also provides for or monitors the mental, social and physical well being of our students in cooperation with parents, teachers and other school personnel. Counselors work with individuals or groups who have experienced divorce/separation or the loss of a loved one, are children at risk of school failure or are experiencing adjustment problems of one kind or another. Parent programs are also available.

SCHOOL SOCIAL WORK SERVICES:

The primary function of school social workers is to facilitate the resolution of situations where behavioral and social barriers interfere with a student’s ability to attain his or her potential.

The school social worker is trained to interpret how the influences of school, home and community impact students. When a referral is made, the social worker first meets with the referring person for further information. The referring party’s impressions/observations are very important, especially with regard to onset, duration of problems, etc. The social worker then meets with the student and may then schedule a meeting with all responsible adults as soon as possible. By definition, the number of counseling sessions through school social work services is limited. The extent of family and/or student dysfunction is evaluated during the initial assessment, after which an outside referral may be made for more extensive treatment and/or intervention.

PSYCHOLOGICAL SERVICES:

The role of the psychologist includes, but is not limited to, psychological assessment, consultation, participation on Committee on Special Education, screenings and referrals. The school psychologist receives referrals from staff or parents requesting evaluations of students to determine the most appropriate educational program. The psychologist will then seek parental permission to evaluate the students.

Once the results of the assessment are determined, a parent will then be contacted by letter, telephone and/or in person to receive the report of the evaluation as well as recommendations for the best educational plan for the child. Programs that may be recommended include specially designed plans within the classroom, remedial math/reading, gifted and talented education programming, elementary school counseling and/or referral to the Committee on Special Education. Parents are encouraged to participate in all educational plans.

INDEPENDENT EDUCATION EVALUATION:

The Cobleskill-Richmondville Central School District has established the following policy on independent educational evaluations for children with disabilities or for children who are referred to the Committee on Special Education because they are suspected of having an educational disability and may, therefore, be in need of special education.

Parents of children with disabilities have the right under Federal and State laws and regulations to obtain an independent educational evaluation at public expense under certain conditions. (Commissioner of Education Regulations, Part 200.5(a)(1)(vi); Federal Regulations 34 CFR 300.503) A parent does not have the right to an independent evaluation if the School District has not conducted and completed its evaluation of the child. In addition, the State Education Department Publication, *A Parent’s Guide to Special Education: Your Child’s Right to an Education in New York State*, discusses independent evaluation requirements. This document is available from the District upon request.

The School District has adopted this policy in order to explain the rights of parents and the responsibilities of the School District with regard to independent educational evaluations and to avoid any misunderstandings.

SPEECH/LANGUAGE PROGRAM:

The ability to communicate is our most human characteristic. When an individual has difficulty communicating, isolation from friends and family may occur. A communication disorder is a problem in speaking, understanding and/or hearing. Nearly one out of every twenty persons has a communication problem. Some examples of common communication disorders are impairments in one or more of the following areas: language (what a person understands and says), articulation (how speech sounds are made) and hearing. Other indicators are stuttering or the voice sounds husky, hoarse or nasal.

A student may have a communication disorder if his/her communication is characterized by one or more of the following:

- *His/her speech is difficult to understand.
- *He/she has problems expressing ideas.
- *He/she has difficulty understanding what he/she reads or hears.
- *He/she needs things repeated often or loud speech is necessary to get his/her attention.
- *He/she is self-conscious about his/her problem and may avoid communicating with others.

The District has a speech/language program that serves students with communication problems/disorders. Information gathered during Pre-Kindergarten Screening is used to identify students who may have speech/language difficulties and/or communication disorders. All new entrants in grades K-5 are also screened. Students determined to need speech/language therapy are enrolled in the program, which is administered by certified, licensed speech pathologists.

STUDENT ISSUES

K-5 OVERVIEW OF THE DISTRICT CODE OF CONDUCT

INTRODUCTION: The Board of Education (“Board”) is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and visitors is essential to achieving this goal. The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct and ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this Code of Conduct (“code”). Unless otherwise indicated, this code applies to all students, school personnel, parents and visitors when on school property or attending a school function.

STUDENT RESPONSIBILITIES: Students of the Cobleskill-Richmondville Central School District shall have the rights afforded to students under the provisions of the federal and state constitutions and the laws of the State of New York. The rights of students are not identical to the rights of adults. It is also recognized that a student’s private, non-school-sponsored and non-program-related conduct cannot be regulated unless the educational community is affected by such conduct. A student shall not act in such a manner which disrupts the rights of others or which causes disorder or invades the rights of others and their property. A school is a place of learning. Learning involves the expansion of knowledge as well as acting in a manner considerate of the rights and feelings of others. Students learn from each other. Students must be conscious that younger students follow the leadership of upper-classmen. Such examples should enhance the school environment. Students are expected to show respect for faculty and other members of the school community. A relationship based upon respect creates a harmonious environment.

DRESS CODE: The dress and clothing for elementary students shall not jeopardize the health or safety of the student or other students and shall not be disruptive or distracting from the learning environment. Exceptions may be made to the Dress Code for religious, cultural or medical reasons. This exception shall be authorized prior to the occurrence of a dress code violation.

UNACCEPTABLE STUDENT CONDUCT: The Board of Education expects students to conduct themselves in an appropriate and civil manner with proper regard for the rights and welfare of other students, district personnel and other members of the school community and for the care of school facilities and equipment. Respect is the cornerstone of all our interactions and behaviors. We appreciate the dignity and worth of one another, and strive not to hurt another by our words, our actions and our attitudes. The Board of Education 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 discrimination and harassment. The best discipline is self-imposed. Students must learn to assume and accept responsibility for their own behavior and for the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action when necessary and to place emphasis on the students’ ability to grow in self-discipline. The Board recognizes the need to make its expectations for student conduct while on school property or engaged in any school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

HARASSMENT, INTIMIDATION, BULLYING AND SEXUAL HARASSMENT

Dignity for All Students Act

The new Dignity for All Students Act aims to ensure that elementary and secondary school students have the right to attend school in an environment that is free from discrimination, harassment and bullying. The district is committed to the Dignity Act and safeguarding the right of all students to learn in an environment free from all forms of intimidation and harassment.

Discrimination and harassment will not be tolerated. Whether the act is deliberate, intentional, or unintentional, discrimination and harassment are unacceptable in any school setting including the school bus and all school events such as dances, field trips and sporting events.

Harassment is defined as a pattern of coercive tactics carried out by an abuser against another with the goal of establishing and maintaining power and control over the victim. Behavior is considered discriminatory when used with the intent to hurt, scare, or put another down based on a person's actual or perceived race, color, religion, national origin, sexual orientation, weight, ethnic group, religious practice, gender, physical or mental disability expressed in the form of name calling; physical, verbal, written threats or electronic threats; hate literature, or any other act intended to demean a person based on who they are or who they are perceived to be. These words and acts are unacceptable even when used as jokes.

For the purposes of the Dignity Act and its implementation, "bullying" is defined as the repeated intimidation of others by the real or threatened infliction of physical, verbal written, electronically transmitted, or emotional abuse, or through attacks on the property of another that takes place on school property, at any school-sponsored function, on a school bus, or that takes place off of school grounds but that is designed to or has the effect of interfering with one's ability to attend school and/or to be educated in a safe, non-hostile environment.

Bullying may include, but not be limited to actions such as verbal taunts, name-calling and put-downs, including ethnically-, racially-, or religion-based; and gender- or sexual orientation-based verbal put downs, extortion or money or possessions, and exclusion from peer groups within school. Such conduct is disruptive of the educational process and, therefore, is not acceptable behavior in this district, and is prohibited.

Any student who believes that he or she has been subjected to the bullying, intimidation, or discrimination, whether by a teacher, other student, or any individual on school grounds or at school activities, should report the alleged misconduct immediately.

Any student who believes that he or she has been subjected to bullying, intimidation, sexual harassment or discrimination, whether by a teacher, other student, or any individual on school grounds or at school activities, should report the alleged misconduct immediately. In the absence of a target's complaint, the schools, upon learning of or having reason to suspect the occurrence of any harassment, will promptly begin an investigation.

The Dignity Act requires that at least one person be trained to handle harassing behaviors and be designated as the Building Dignity Act Coordinator. At Ryder Elementary School, the Dignity Act Coordinator is the school counselor, Becky Dostie, who can be reached at 518-234-2585, ext. 5050. At Radez Elementary School, the Dignity Act Coordinator is the school nurse, Lynn Rickson, who can be reached at 518-294-6621, ext. 4003.

Sexual Harassment

Sexual harassment includes unwelcome behavior such as: inappropriate touching; sexually suggestive verbal comments, name-calling, gestures, jokes, or pictures; spreading of sexually oriented rumors; using language, wearing clothing, or carrying signs that use or insinuate profane, lewd, vulgar, abusive language or pictures; the use of inappropriate sexually explicit or suggestive language that may include, be directed at, or offend another person, texting inappropriate sexual images or language.

Conduct is deemed to be sexual harassment when the injured party perceives such behavior as unwelcome. The fact that someone did not intend to sexually harass an individual is generally not considered a defense to a complaint of sexual harassment. In most cases, it is the effect and characteristics of the behavior that determined whether or not the behavior constitutes a sexual harassment.

Any student having a complaint at any time should feel free to discuss the issue with any school representative. District personnel shall discourage harassing or discriminatory behavior. Harassment will result in disciplinary action that may include loss of privileges, suspension from school, or suspension from extra-curricular activities. It may also involve counseling, appropriate educational experiences, parental contact, and other consequences deemed appropriate by the respective administrator.

Any student who believes that he or she has been subjected to sexual harassment, whether by a teacher, other student, or any individual on school grounds or at school activities, should report the alleged misconduct immediately. In the absence of a victim's complaint, the schools, upon learning of or having reason to suspect the occurrence of any sexual harassment, will promptly begin an investigation.

The district will make every reasonable effort to conduct all proceedings in a manner that will protect the confidentiality of all parties except to the extent it is necessary to disclose particulars in the course of investigation. A person bringing a complaint will be notified of all options under the policy by the school principal or his/her designee. These options include:

- Informal resolution of the complaint
 - With the assistance of a staff member
 - With the assistance of any C-RCS administrator
- Filing a formal complaint with the Title IX Compliance Officer
- Filing a formal complaint with other agencies

Any person who has been found to have sexually harassed another person while on school grounds will be subject to appropriate corrective action. Harassment will result in disciplinary action that may include loss of privileges, suspension from school, or suspension from extra-curricular activities. It may also involve counseling, appropriate educational experiences, parental contact, and other consequences deemed appropriate by the respective administrator.

It is a violation of the C-RCS Board Policy for anyone to knowingly make false accusations or sexual harassment. Failure to prove a claim of sexual harassment is not equivalent to a false allegation. Sanctions may be imposed for making false accusations of sexual harassment.

Appeal of the decision of the administrator should be directed to the administrator(s) designated by the Board of Education in the area of complaint: Title IX Sexual Harassment officer(s) or violation of Civil Rights. Procedures in this regard may be found in the School Board Policies #5020.1: *Policy on Sexual Harassment* and, #9140 *Civil Rights Discrimination Grievance Procedures – Americans with Disabilities Act (ADA)* and Section 504. A complete copy of the C-RCS policy #5020.1 may be obtained from the district office.

REPORTING VIOLATIONS OF THE CODE OF CONDUCT: All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, the Building Principal or his or her designee.

DISCIPLINARY PENALTIES: Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline. Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. As a general rule, discipline will be progressive. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

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

Students who are found to have violated the district's Code of Conduct may be subject to the following penalties, either alone or in combination with one another:

1. Written or verbal warning to student
2. Written or verbal notification to parent
3. Teacher Detention
4. School Detention
5. Suspension from transportation
6. Suspension from athletic participation
7. Suspension from social or extracurricular activities
8. Suspension of other privileges
9. In-school suspension
10. Removal from classroom by teacher
11. Short-term (five days or less) suspension from school
12. Long-term (more than five days) suspension from school
13. Permanent suspension from school

(If the conduct of a student is related to a disability or suspected disability, discipline shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability.)

DISCIPLINE OF STUDENTS WITH DISABILITIES: The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior (In accordance with IDEA Federal Law and Art. #89 NY Ed Law). This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

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

why they are being questioned. In addition, the Board authorizes the Superintendent, Building Principals, school nurses, and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district Code of Conduct. An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

STUDENT LOCKERS, DESKS AND OTHER SCHOOL STORAGE PLACES: The rules in this Code of Conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them.

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

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

Before police officials are permitted to question or search any student, the principal or his/her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the parent shall be informed of the questioning or search by the principal or his/her designee as soon thereafter as possible. The principal or his/her designee will also be present during any police questioning or search of a student on school property or at a school function.

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

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

In the event of a circumstance wherein a child is alleged to be the perpetrator of an offense against another child or sibling, no interview shall take place with the alleged perpetrator on school grounds without the knowledge and consent of the parent or guardian.

Where a child is an alleged victim of a crime or CPS investigation, CPS investigators and/or law enforcement officers may conduct interviews on school property. Arrangements for these interviews shall be made with the school principal or his/her designee.

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

VISITORS TO THE SCHOOLS: The Board encourages parents and other district citizens to visit the district's schools periodically during the course of the school year. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Building Principal is responsible for all persons in the building and on the grounds.

1. Anyone who is not a regular staff member or student of the school will be considered a "visitor".
2. All visitors to the school must report to the office of the Principal upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the Principal's office before leaving the building.
3. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
4. Teachers are expected not to take class time to discuss individual matters with visitors.
5. Any unauthorized person on school property will be reported to the Principal. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
6. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.
7. See also the district policy #1240 "Visitors to the Schools".

PUBLIC CONDUCT ON SCHOOL PROPERTY: The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property attending a school function are expected to be properly attired for the purposes that they are on school property. See also district policy "Strategies and Procedures for the Maintenance and Enforcement of Public Order on School Property (policy #1520)."

PROPERTY

All students must show respect and care for Cobleskill-Richmondville school property. Any damage to property should be reported to the main office or the appropriate teacher.

Acts of vandalism are crimes against the District and the community that supports the schools. Students who willfully destroy, damage or deface school property shall be subject to disciplinary action, and may be prosecuted to the fullest extent possible under the law. If a student damages or loses school property, such student and/or his/her parents or guardian shall be required to pay the District for the value of the damaged property up to the limit of the law. State law permits parent liability for up to two thousand five hundred dollars (\$2500).

COMPUTERS - ACCEPTABLE USE POLICY

The Cobleskill-Richmondville Central School District computers are to be used to support learning and enhance instruction. Resources available through the District network are available for use by students, staff and the community. With this learning tool, all users must understand and practice proper ethical use and security. Access to the network is a privilege, not a right. Based on the acceptable use guidelines outlined in this document, the system administrators in cooperation with District Administration may close an account at any time. All decisions are final.

The policy outlines acceptable uses, unacceptable uses and network etiquette (NETiquette). In accordance with the Internet Safety Policy, it is the intention of the District: (1) to insure that users will not have access to inappropriate materials when using the internet, e-mail, chat rooms and other forms of direct electronic communications provided by CRCS; (2) to prevent unauthorized access and other unlawful activities by users online; (3) to prevent unauthorized disclosure, use and dissemination of personal identification information regarding users, and (4) to comply with the Children's Internet Protection Act. [20USC6801 and 47USC254(h)] Acceptable Use Policy and application forms are available in each building's main office. Parents must co-sign elementary student applications.

CUSTODY/COURT PAPERS

When a student is in a protective custody or sole-custody parent situation or any family situation where protective orders have been obtained from the courts, it is important that the school be aware of this for the child's safety. The elementary schools keep a locked and secure file of copies of such court orders so that if an uncompromising situation occurs we are better able to protect the youth. If you are in a situation where protective or other court orders that limit visitation by a particular family member have been issued, please be sure that you get the proper papers to the office of your child's school building at once. This is for the protection of your child.

The school district will presume that either parent of a child has authority to obtain the child's release from school, unless the district has been provided with a certified copy of a legally binding instrument, such as a court order or decree of divorce, separation, or custody, that indicated the non-custodial parent does not have the right to obtain such a release. **Without copies of court orders the school's authority is limited.** If at some time, the courts change these orders, copies of the changes should also be brought to our attention immediately so that our files can be updated.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The C-RCS School District has a policy and procedures for parents to:

- Inspect and review educational records;
- Request amendment of education records;
- Determining who constitutes a school official and what constitutes a legitimate educational interest if the agency or institution discloses or intends to disclose personally identifiable information to school officials without consent;
- File a complaint with the Family Policy Compliance Office (FPCO) in the Department. (A model FERPA notification for LEAs is available on EPCO's website – www.ed.gov/policy/gen/guid/fpco).

Protection of Pupil Rights Amendment (PPRA)

PPRA governs the administration to students of a survey, analysis, or evaluation that concerns one or more of the following eight:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;

- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or student's parent; or
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The notification must explain that for surveys that contain questions about one or more of the eight protected areas and that are funded in whole or in part by Department funds, the LEA must obtain prior written consent from parents before students are required to submit to the survey.

LEAs must notify parents that they have the right to review, upon request, any survey that concerns one or more of the eight protected areas, any instructional materials used in connection with any survey that concerns one or more of the eight protected areas, and any instructional material used as part of the educational curriculum for the student.

The requirements concerning activities involving the collection and disclosure of personal information from students for marketing purposes do not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purposes of developing, evaluating, or providing education products or services for or to students or educational institutions, such as the following:

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

TOYS AND ELECTRONIC DEVICES

Toys, electronic games and devices, trading cards and skateboards from home, should NOT be brought to school. Items have been broken, borrowed, taken, or lost, which require staff time and cause upset students. Classrooms have educational materials and activities available for students to use during recess and "free time".

PHONE CALLS HOME

Teaching students to be responsible citizens is part of their education. Parents and students should work together in an effort to help students be prepared for the day. Good organization the night before helps eliminate the confusion and rush in the morning at home. Phone calls home to request forgotten items are discouraged.

TEMPORARY GUARDIANSHIP/CHILD CARE

From time to time parents must go out of the area due to an emergency, personal business, etc., and may have to leave their children in the care of someone else. If this occurs, please inform the school, in writing, of who will be caring for your child(ren) until your return and your expected date of return. Also, written permission must be given to your appointed temporary guardian for their empowered authority (i.e. emergency medical treatment, bus pass, early dismissal, etc.). If you have any questions, please feel free to contact any of the elementary school offices for assistance.

PARTY INVITATIONS

In order to avoid hurt feelings and misunderstandings, personal student party invitations are not to be distributed and/or arrangements made at school. Rather, we recommend that parents contact one another outside of school, to make arrangements for their child(ren).

CELLULAR PHONES

The Board acknowledges that cellular phones can, when used responsibly, be a positive means to increase family communication. However, the display and use of these devices during the school day can cause disruption to the educational process. To prevent this disruption, the display and/or use by students of cellular phones are prohibited at all times on the school bus, and/or until the instructional day is over. Such devices must be turned off during this period. This prohibition includes attendance at school-sponsored events and activities held during the school day.

Exceptions to use cellular phones may be granted by teachers, administrators and other school staff in emergency situations. Consideration may also be given to emergency response personnel on a case by case basis.

TRANSPORTATION/PARKING/VISITATION

PASSING SCHOOL BUSES

It is illegal to pass a stopped school bus with its red lights on while **ON THE HIGHWAY OR IN THE SCHOOL DRIVEWAY**. (Effective November 1, 1990, Chapter 62 of the Laws of 1990 amends Section 1174(a)(b)(c)(d) of the Vehicle and Traffic Law dealing with the overtaking and passing of a school bus.)

SCHOOL BUS TRANSPORTATION

The school day begins with a bus ride for most students. The school's responsibility starts when the student boards the bus in the morning and does not end until he/she is returned home safely in the afternoon. A safe, pleasant trip to and from school helps foster positive student attitudes toward school. A very important tip for parents is to **be sure that your child knows what bus he/she rides**. Please be aware that the bus driver has the right to assign seats.

BUS STOPS: Students should be **AT** the bus stop **5 MINUTES PRIOR** to the scheduled arrival time of the bus.

SAFETY: Safety measures pertaining to transportation include carefully planned student instruction. Please review the following at home:

1. Be ready to board the bus when it arrives. Students should always pass at least ten feet in front of the bus when the driver signals them to cross the street. Go immediately to your seat and remain there until the bus comes to a complete stop at your destination.
2. Bus aisles should be kept clear of all objects – including legs, arms and heads, backpacks, instruments, etc.
3. Windows are not to be opened unless the driver grants permission.
4. Students should keep all parts of the body inside the bus at all times.
5. Students are not allowed to eat or drink on the bus.
6. Students are asked to speak quietly so that the driver will not be distracted. Refrain from speaking to the bus driver when the bus is in motion, except in the case of an emergency.
7. No articles are to be thrown from or on the bus. Throwing anything from the bus is not only a bus violation, but also a violation against state littering laws, subject to a \$50.00 fine.

8. No glass (bottles, jars, etc.) is allowed on the bus.
9. No pets, including snakes, frogs, bugs, worms, etc. are allowed on the bus. Parents may seek permission to personally bring animals to school by contacting their child's teacher for approval.
10. No skateboards, roller blades, skis, golf clubs, fishing poles, plants, portable radio, trading cards and the like are allowed on the bus.
11. Follow all directions from the bus driver.
12. Respect the health, safety, and morals of others in language and actions.

VIOLATIONS: The rules will be reviewed in school. Bus transportation is a privilege extended to all students, provided that conduct is acceptable. If a violation occurs, the following procedures will take place:

1. The driver will take reasonable action to prevent further difficulties. These actions may include reprimand, seat reassignment, and/or parental contact. The bus driver may fill out a discipline referral form.
2. Continuing violations will be reported in writing to the student's principal, who will use procedures listed below. **MORE SERIOUS CASES MAY REQUIRE TERMINATION OF BUS-RIDING PRIVILEGES, IMMEDIATELY.** This decision will apply particularly to situations in which the behavior causes a clear and immediate threat to the safety and welfare of others.
3. Conference between student(s) and principal.
4. Continued behavior problems will result in the principal holding a conference with parents to review past behavior and to gain parental support in preventing further problems. At this stage, the student and parent will be made aware of possible withdrawal of bus privileges should there be repeated offenses.
5. Transportation privileges will be withdrawn for an increasing length of time should violations persist. The Superintendent will determine removal of these privileges beyond five consecutive days.

SAFETY DRILLS: A minimum of three emergency bus drills will be held during the school year – usually fall, winter and spring. These drills will include information on the following:

- *Use and operation of the emergency doors and windows.
- *Fire extinguisher and two-way radio.
- *First aid equipment.
- *Shutting bus off

STUDENTS DEVIATING FROM REGULAR BUS ROUTING/YELLOW SLIPS:

Transportation To/From Before/After School Child Care

The District will provide transportation to and from a PreK-12 student's residence (located outside of designated walk zones) and/or before/after school child care locations along regularly scheduled bus routes district-wide. Any deviation from the basic provision of transportation outlined above will be accommodated **ONLY** for permanent changes for child care. Permanent changes do not include provisions for transportation to jobs; drop off to a friend's home or to non-school related activities. Requests for a permanent change will be accommodated only with **written notification** and **contingent upon available bus capacity**. The following information will be included in the request: the date the change is to take effect; parent/guardian's and the child's name; the name, location, and telephone number of the child care provider; the child's usual bus number; and the parent/guardian signature. Written requests must be made on transportation forms that can be obtained from the transportation department.

Yellow Slips/Bus Pass

Any change in bus transportation is documented by school personnel with a “yellow slip” or bus pass. This pass is a result of **written** parental communication **received at the start of the school day**. Students are given the original copy of the pass which they must present to their bus driver upon entering the bus. Copies of bus passes are given to the child’s teacher, the transportation department for the driver(s) and one remains in the office.

Emergency Change in Transportation

In those rare situations where emergencies arise, students will be kept at the school he/she attends until arrangements can be made by the parent to pick up the child. In these situations, parents/guardians who call the schools will be asked for identifying information relative to the child. **For the safety and protection of students, the District maintains the right to deny telephone requests**. Each office will maintain emergency contact/approved pick-up information for each child in the building. The school will monitor this information, but it is the responsibility of the parent to keep the information current.

PEDESTRIAN SAFETY

PEDESTRIAN SAFETY: Walking is beneficial for children and can increase their self-reliance and sense of responsibility. If your child walks to school, begin walking with him/her as soon as possible before the beginning of school for practice. When school begins, walk with him/her to the building or bus stop several times and (1) point out possible traffic hazards, (2) establish safe walking habits and (3) designate the safest route. With proper training, children can become confident and capable of handling various traffic situations along their walking route. And remember to dress children properly for the weather that day.

DRIVING STUDENTS TO/FROM SCHOOL: If you are driving your child to and/or from school, remember these suggestions to minimize traffic dangers for ALL children:

- *Form a carpool with neighbors to reduce the number of vehicles using school traffic routes.
- *Remember the proper pick-up and drop-off points as communicated from the elementary main offices.
- *Comply with speed limits and observe all safety rules.
- *It is illegal to pass a bus in a school driveway with its lights flashing.

PARKING/PRIVATE VEHICLE TRAFFIC

RYDER ELEMENTARY SCHOOL:

- A.M. (8:05 - 8:15 a.m.)
 - **Students should not arrive prior to 8:05 a.m.**
 - All vehicles must enter the parking lot and head towards Golding M.S. and drive up and around the sidewalk by Door A11 and A12. Staff will assist students in getting out of cars.
 - Please make sure that your child(ren) is seated on the passenger/sidewalk side of the car or can exit that side of the car.
 - Do not pass vehicles who are unloading, unless directed to do so by a staff member.
- P.M. (2:50 - 3:05 p.m.)
 - Please be prompt in picking up your child(ren). All vehicles must be out of the parking lot prior to buses for bus dismissal at 3:10 p.m.
 - PreK & Kindergarten - Door A14 (Ryder Main Circle)
 - 1st Grade - Door A12
 - 2nd Grade - Door A11
 - All children will enter the passenger/sidewalk side of the vehicle.
 - Do not pass vehicles who are loading, unless directed to do so by a staff member.

RADEZ ELEMENTARY SCHOOL:

- A.M. (7:45 - 7:55 a.m.)
 - **Students should not arrive prior to 7:45 a.m.**
 - All vehicles will enter using the lower entrance.
 - Parents may drop students off in the lower parking lot and students will walk up the sidewalk to the building. Vehicles will exit using the lower road.
 - Parents may follow buses into disembarking area, but **MUST NOT** pass any bus with flashing red lights. These vehicles **MUST** exit via building-side road (following buses).
- P.M. (2:50 p.m. - 3:00 p.m.)
 - All vehicles will enter and exit using the lower road.
 - No vehicles other than buses will go beyond the lower parking lot between (2:50-3:00 p.m.).
 - All private vehicles will bear right into the lower lot.

VISITATION POLICIES

LIMITED BUILDING ACCESS:

In keeping with the spirit of the district mission statement to provide a secure learning environment, both elementary buildings have limited access during the school day. This simply means that public access to the buildings is through the main entrance only. Students and staff will be able to exit all doors at any time. Designated doors will be opened during regular student arrival and dismissal times.

ALL VISITORS MUST REPORT TO THE MAIN OFFICE TO SIGN THE VISITORS’ LOG UPON ARRIVAL, and should expect to be asked for identification. A Visitor’s Pass will be issued for the visitor to wear.

VISITORS TO THE SCHOOLS – Board of Education Policy #1240 Adopted 1/27/97:

To promote effective communication between the citizens of the community and the school system, the Board of Education encourages parents and other citizens to visit their schools periodically during the course of the school year.

The Board recognizes that many visits that occur are regularly scheduled events, e.g., parent-teacher organization meets, public gatherings, registering of pupils, etc. There are also occasions when parents or guardians desire to visit their child’s classroom at other than regularly scheduled times. When such visitations occur, they shall be made on the basis of a defined need and shall be made only with the approval of their child’s teacher and/or Principal. The Board views these visits as constructive; however, no such visit shall be permitted to interfere with the educational process.

Persons who are not students or staff shall report immediately to the main office to sign the visitors’ book upon entering a school building. These persons should expect to be asked for identification, and will be issued a visitor’s pass to be worn throughout their visit. Persons other than parents, guardians, students, or staff, who desire to visit a school building, shall do so only with the permission of an appropriate administrative staff member.

Student visitors from other schools, unless they have a specific reason and prior approval of the Superintendent of Schools or his/her designee, shall not be given permission to enter school buildings. New students accompanied by their parents are always welcome.

Visits to school buildings are to be in accordance with the Board regulations posted in conspicuous places. A violation of the visitation policy shall be prosecuted pursuant to New York State Law.

CIVIL RIGHTS DISCRIMINATION

Notification of Section 504 Grievance Procedures

It is the policy of the Cobleskill-Richmondville Central School District not to discriminate on the basis of handicap, sex, national origin, religion, race, or age in its educational programs, activities, or employment as required by Section 504 of the Rehabilitation Act of 1973.

If you believe that you have been discriminated against on the basis of handicap, sex, national origin, religion, race, or age you may make a claim that your rights have been denied. This claim or grievance may be filed with Mel Ausfeld, Section 504 Compliance Officer.

You may also file a complaint of illegal discrimination with the federal Office for Civil Rights, United States Department of Education, Customer Service Team 550 12 Street SW, Washington, DC 20202-1100 or telephone 1-800-421-3481; TDD 877-521-2172; e-mail [**OCR@ed.gov**](mailto:OCR@ed.gov) at the same time you file the district grievance, during or after the use of the district grievance process, or without using the district grievance process at all.

If you wish to discuss your rights under Section 504, to obtain a copy of the full Section 504 grievance procedure(s), or to obtain help in filing a grievance, contact Mel Ausfeld, Section 504 Compliance Officer; Ryder School; 143 Golding Drive; Cobleskill, NY 12043 (518) 234-2586.

NYS DEPARTMENT OF HEALTH IMMUNIZATION REQUIREMENTS:

2022-23 School Year New York State Immunization Requirements for School Entrance/Attendance¹

NOTES:

Children in a prekindergarten setting should be age-appropriately immunized. The number of doses depends on the schedule recommended by the Advisory Committee on Immunization Practices (ACIP). Intervals between doses of vaccine should be in accordance with the ACIP-recommended immunization schedule for persons 0 through 18 years of age. Doses received before the minimum age or intervals are not valid and do not count toward the number of doses listed below. See footnotes for specific information for **each** vaccine. Children who are enrolling in grade-less classes should meet the immunization requirements of the grades for which they are age equivalent.

Dose requirements MUST be read with the footnotes of this schedule

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