



**WATKINS GLEN ELEMENTARY
SCHOOL STUDENT AND FAMILY
HANDBOOK
2016-2017**

PRINCIPAL MRS. REBECCA TRANK

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Watkins Glen Elementary School Student and Family Handbook **2016 - 2017**

Dear Students and Parent/Guardian(s):

Welcome to Watkins Glen Elementary School! I want to say how very excited I am entering my first year here in the Watkins Glen Central School District. I look forward to getting to know all of you. The following handbook was developed to help you stay informed and answer the many questions you may have throughout the year. The school district's calendar and our school web-site are good informational sources as well.

Please know that I am committed to doing what is best for all children. There are many expectations found in this handbook. However, if you have any questions about anything regarding the education of your child, please do not hesitate to contact me. We should work in partnership to create the best learning environment for your child.

I invite you to become an active member of our school. Please look for future flyers with PTO meeting dates. Your participation in PTO and other events will help create special memories for both you and your child. We are also looking for parent/guardian volunteers to help in many areas within our school. You can also help support the school mission by making education a priority at home. This can be done by setting up routines that support homework completion, reading with your children, or simply using positive language that promotes the importance of education. You are your child's first and most influential teacher.

I look forward to the year ahead.

Sincerely,

Rebecca Trank

Elementary School Principal

***Dismissal Reminder:** *All Students who will be picked up at dismissal in grades UPK – 3 must be checked out from assigned staff members (on duty) in the kindergarten gym. Students in grades 4-6 should be picked up at the main office doors. If you have multiple children in different grade levels, please plan to pick all of them up at the youngest child's location. If you would like your child to enter the south pick-up loop with an older child in grades 4 – 6, please send a note to school.*

General Information

School Phone Numbers

Principal – Mrs. Trank.....	535-3250
Administrative Assistant to the Principal – Mrs. McAtee.....	535-3250 ext. 2423
Main Office Clerk – Mrs. Brown.....	535-3250 ext. 1423
School Counselor - Ms. Hoobler.....	535-3250 ext. 2404
School Counselor & Family Engagement Specialist – Ms. Bresett	535-3250 ext. 1454
Student Support Secretary – Mrs. Elsik-Malina.....	535-3250 ext. 1404
School Nurse – Mrs. Thorsland.....	535-3252
School Nurse – Mrs. Hatch.....	535-3252
Director of Instruction & Student Services (504) – Mrs. Somerville.....	535-3254
CSE/CPSE, Chairperson – Mrs. Miller.....	535-3254
Administrative Assistant to Special Services - Mrs. Butler.....	535-3254
School Psychologist – Ms. Richardson (Grade Pre-K – 4).....	535-3250 ext. 1405
School Psychologist – Mrs. Snow (Grades 5 – 12).....	535-3254
Elementary School Cafeteria.....	535-3214
Food Services Manager – Ms. Fusco.....	535-3214
Transportation Supervisor – Mrs. Clark.....	535-3270
Transportation Clerk – Ms. Kingsley.....	535-3270
Volunteer Coordinator – Mrs. Kain.....	535-3250 ext. 1426
PTO President – Ms. Rachelle Clark.....	535-3250
Main Office School Fax.....	(607) 535-7012
Guidance Office Fax.....	(607) 535-3281

School Hours

Before School Day Care ~ 6:50 – 7:30 AM

Doors Open ~ 7:40 AM

Breakfast Served ~ 7:30 – 7:55 AM

Attendance Taken ~ 7:55 AM

Dismissal ~ 2:40 – 2:45 PM

Early Dismissal ~ 11:15 AM

To ensure proper supervision children should not be dropped off earlier than 7:30 AM or left unattended. Your child's safety is our concern. Students dropped off between 7:30 AM and 7:40 AM must report directly to the cafeteria. Students dropped off before 7:30 AM must be part of the Before School Childcare Program.

Schedule

The Watkins Glen Elementary School schedule is based on a 4-day letter rotation, A-D days. The purpose of this rotation is to maximize instructional time for all curricular areas. Teachers and other school personnel will make the effort to clearly communicate the letter day rotation, special area schedules and core instructional times to students and families.

Before School Childcare Program

Check current application for cost. Doors open at 6:50 AM. Please drop off your child at the North doors of Elementary Cafeteria, the one that is adjacent to the field house parking. Parent/guardian must drop child off with child care staff member.

District Websites

Elementary Website: www.wgcsd.org/elementary.org Includes school calendar, supply lists, classroom websites, and other valuable resources.

Parent Portal: www.wgcsd.org Click on the link at bottom of district website home page. Parent/guardian can access their child's school records. Contact Diane Crane, District Registrar to sign up.

Pay Schools: www.payschools.com Click on the link of district website home page.

After you have registered in PaySchools, you will be able to check the balance in your child's lunch account and sign up for low-balance e-mail alerts.

Health Office: www.wgcsd.org/elementary/nurseoffice.cfm

Attendance - Absences - Tardy - Dismissal

We believe it is essential for children to attend school if they are to learn to their full potential. This belief is supported by New York State Education Law 32-5 (a) (A) and the Watkins Glen School District Board of Education. According to law, school attendance is mandatory for all children from 6 to 17 years of age who are physically and mentally able to attend full time instruction in a public school or elsewhere. To help us be successful in educating your child, we need you to read, understand and abide by the following practices:

Legal Absence - New York State law accepts the following as legal absences: illness, religious observance, quarantine, required court appearance, sickness or death in the family, impassable roads, hazardous weather conditions, health treatment, or attendance at a health clinic. Illegal absences include truancy, vacations, oversleeping, missing the bus, shopping, haircuts, personal reasons, etc.

Written Excuses - All absences require a written excuse from a parent/guardian and/or doctor indicating the date and reason for the absence. If a note is not received within 2 school days, the absence will be recorded as illegal.

Tardy - When a student arrives in his/her classroom any time after 8:05 AM they will be marked as tardy. A written excuse is required for tardiness.

Consequences for Legal - Illegal Absences and Tardiness - When a student accumulates 10 tardies or 10 absences (legal or illegal), an attendance notice will be sent to the home of the student. If the child continues to accumulate absences or tardiness, a conference request will be sent to the home of the student. A meeting will be scheduled with the parent/guardian and appropriate staff members. When absences from school appear to form a pattern or become excessive to the point where they interfere with a child's ability to learn, the case will be reviewed by the principal to determine appropriate legal attention.

Pupils Excused Before Dismissal - When parent/guardian requests early dismissal for their child, a note should be sent with the child in the morning. This note will be taken to the main office. The parent/guardian must sign the student out in the main office before the child will be released from school. The parent/guardian, who wishes to have another person pick up their child, must send a signed note with specific instructions before 1:00 PM.

Please note: students who leave before regular dismissal will have 'leave early' marked on their record, and students attending less than a half of their regular school day will be marked 'absent' on their school report card.

Perfect Attendance - A student attending school every day, all day (no tardiness - no leave early), unless attending a pre-approved educational activity, may receive this yearly award. A student must be registered within the district for 90 consecutive days.

Food Services

A new year has started and we welcome everyone to the School Lunch Program. We are asking everyone's help in keeping our students on the right track when making healthy food choices by using the accounts in the appropriate manner.

Cost for breakfast, lunch, milk, and ice cream will be announced on the first menu in September. Menus are sent home with students every month. Free and reduced breakfast/lunch forms are due in September, but may also be updated if your household income changes during the year. If you need an application, please call the cafeteria or main office and they can send one home with your child.

Parent/guardians can prepay for student lunches and breakfast either by using PaySchools, or to prepay by sending a check (payable to Watkins Glen Central School District) for a given amount of days in an envelope with the student's name on it. The money is put in an account for the student and they can purchase their lunch, breakfast, milk, or one ice cream per day. You may request only lunch or breakfast to be paid from this account. Please call the Food Service Office, 535-3214, and they will handle that request.

To check your child's prepaid balance or ordering habits, please call the Cafeteria at 535-3214 or go online to establish a PaySchools account.

Charging lunches is not an allowed practice; however, charges will occur if a student forgets their money. This charge should be taken care of the following day. Parent/guardians of students with overdrawn accounts will be notified of the amount due. The lunch monitors are responsible for student safety in the cafeteria. The cafeteria is to be a place where lunch can be eaten in an orderly, friendly atmosphere.

Due to state regulations and safety concerns, students are asked not to share food

Inappropriate behavior will be reported and parent/guardians may be informed, if necessary.

Students should not bring toys from home or trading cards to the cafeteria. Paper, markers/crayons, books, and games will be available for them when they have finished eating.

Transportation – Bus

It is our goal to provide a safe bus trip for all students. Bus safety is a team effort which involves students, teachers, drivers, and parent/guardians. Parent/guardians need to be familiar with expected bus behaviors and discuss them with their children.

The rules that apply in the classroom apply on the bus. Respect your driver and fellow riders by being courteous, using proper language and speaking quietly.

- Treat the school bus with the same respect as your classroom.
- Respect other students' property including book bags, musical instruments, backpacks, etc.
- Keep hands, feet, head, and your belongings inside the bus and out of aisles.
- Keep the driver's view clear. Personal items should be placed on the floor under a seat or in the student's lap.
- New York State regulations prohibit eating or drinking on the bus.
- Drivers are responsible for the safety of the entire bus. Disrespect or disobedience will not be tolerated.
- Stay in a seat until the bus comes to a complete stop.
- Students may not carry fragile or large items on the bus. Do not bring glass, pets, skate boards, tools, chemicals or any object that could cause injury. Large musical instruments must fit on the student's lap or in seat area and not obstruct the driver's view or take up another student's space.

Bus drivers will write a Bus Conduct Report if unacceptable behaviors occur. Parent/guardians will be notified of each reported incident and the steps that will be taken to correct the inappropriate behavior. Bus riding privileges may be suspended for inappropriate behavior.

Private Daycare Regulations

Our transportation policy requests that a form to be filled out before August 1st of each new school year for the pickup and drop off at a daycare facility. Parent/guardians of children who will be requiring childcare and have a different pick up and/or drop off other than their home, need to fill out this request and return the form to the Transportation Office no later than August 1st of each new school year, per school board Policy 8410-R Student Transportation Regulation.

Transportation forms are available on our website at www.wgcsd.org in the transportation section. You can also request a copy to be sent home or pick one up at any school office. The form can be faxed, mailed or dropped off at the schools or bus garage. Please do not e-mail the form as we must have a written signature on file in order to provide this type of transportation.

Student Health Services

Your health office staff works with parent/guardians, school staff, and other health care providers to remedy or modify health problems to help achieve student success!

We provide annual screenings to check vision, hearing, height, weight, along with scoliosis screens, and physicals for the grades mandated by New York State. Services are provided by the school physician. Sports and working paper physicals are done by our school physician as well. We also provide first aid and evaluation of children who become sick or injured during the school day.

We are mandated to keep current records of your child's immunizations. (As you have them updated, please provide us with a copy of that immunization.)

Note: *Should your child need to be exempt from gym class or have it modified for longer than one day, a written excuse is required from your physician. The doctor's note should be given to the health office to issue a physical education release.*

Any medications that must be given during school hours are governed by New York State mandates. ANY medication, including over-the-counter drugs like Tylenol or cold remedies (even cough drops), require the following in order to be administered by school health staff:

- Separate written doctor's note/prescription naming the medication, time to be given, possible side effects and any special instructions for school health staff.
- If the order is changed in any way during the school year, a new note is required.
- Written consent from the adult responsible for the student is needed for health office staff to administer the drug.

Medication CANNOT be transported to school by the student. It needs to be brought to school by an adult in its original container. Student medication is required to be kept in a locked cabinet in the health office.

NOTE: *We occasionally have a student that may need to carry his or her own inhaler or Epipen. School nurse will coordinate the details of individual arrangements.*

School Supplies

Each grade level has different requirements for student supplies. Lists are distributed at the start of school year with local retailers and/or are available for viewing all year via school website.

Visitors

All parent/guardians and visitors to the building must report and sign-in with the main office staff.

Lost and Found

There is a lost and found rack located in Cafeteria One for coats, sweaters, hats, gloves, etc. Glasses are located in the nurse's office. Other small items such as watches, jewelry, etc. are kept in the Main Office. Be sure to label all your child's valuable belongings.

Parent/Teacher Conferences

Parent-teacher conferences will be held November 14th from 8:00 AM – 7:00 PM to discuss your child's progress for the first quarter of the school year. The next formal conferences will be the evening of March 20th. In addition to these planned conferences, parent/guardians are encouraged to contact their child's teachers, school counselor, or principal if they have any concerns. School personnel may also request additional conferences, as needed.

Conferences can best be arranged by calling the school office at 535-3250. Please allow several days' notice, as teachers often have professional commitments before and after school hours.

Parent Volunteers

Please contact Coordinator, Cindy Kain, at 535-3250 X1426 for more information about this program.

Custodial Legal Considerations

We require current legal paperwork (court documentation, etc.) to be kept on file for students who have parental custody specifications.

School Celebrations (Parties)

The Watkins Glen Elementary School staff recognizes the value of celebrating nationally recognized holidays such as Thanksgiving, Martin Luther King Day, etc. Observance of other holidays that have religious aspects such as Christmas, Easter, or Hanukkah are permitted to the extent that they are unbiased, objective in manner, and focus on the holiday, its history and the general meaning of the holiday observance. Students are always given the option to be excused from participating in any party or program involving a religious theme which conflicts with their own religious beliefs. K-6, there are five celebrations: Halloween, Thanksgiving, winter-time celebrations (Christmas/Hanukkah/Kwanzaa), Valentine's Day, Spring time celebrations (renewal of spring/Easter). During these celebrations, there may be classroom, grade level, and/or special area parties and events, school-wide caroling and parties, grade level breakfasts, egg hunts, and classroom activities.

The special area teachers also enrich these particular times of year by including culturally relevant components into their instruction. This may include, but is not limited to, thematic holiday units, sharing of relevant books and readings, holiday music, etc.

Curriculum and Instruction

The Common Core State Standards

All students will receive instruction as dictated by the Common Core Standards. The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors' Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parent/guardians with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

The New York State P-12 Common Core Learning Standards were adopted by the New York State Board of Regents in January 2011 for ELA & Literacy and for Mathematics. These standards are composed of the Common Core State Standards (CCSS) and a small number of additional standards (15 percent), reflecting the addition of Pre-K standards and standards related to diversity, for example. The NYS P-12 CCLS can be viewed here: <http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards> Social Studies and Science have been integrated with the core ELA and Math standards. You will see more ELA assignments with Social Studies content and Math assignments with Science content.

Library Media Center

The library program is designed to excite children about reading and promote a life-long habit and love of reading, as well as providing instruction in library/media usage skills. The elementary school library is open for all children, teachers and staff with a full-time librarian and library clerk. The library is open to students every day for book exchange and general use of informational materials. The book collection has many volumes of current children's books. The collection is updated every year. Any book we do not own may be borrowed from another library by the inter-library loan process through the GST BOCES School Library System. Students are also taught basic computer skills, perform computerized projects, and how to use computers in a safe and correct manner.

Students are encouraged to return books and magazines on time. Children check out books for one week, and may renew their books. The charge for lost or stolen books is \$10.00 for paperbacks and \$20.00 for hardcovers, which is only a partial cost of a "new" book.

Please help promote our initiative by encouraging your child to take books out each week that fit their reading ability and by reading with your children at home. The library has two book fairs each year; one in the fall, the other in the spring. These are sponsored by the PTO.

Art and Music

The Department of Visual Arts and Music recently revised their curriculum according to the New York State Frame- works for the Arts. The state K-12 frameworks require us to meet four standards:

- **Standard 1** - Creating, performing and participating in the arts. Students will actively engage in the processes that constitute creating and performing in the arts - dance, music, theater and visual arts. They will participate in various roles in the arts.
- **Standard 2** - Knowing and using arts materials and resources. Students will be knowledgeable about and make use of materials and resources available for participation in the arts in various roles.
- **Standard 3** - Responding to and analyzing works of art. Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
- **Standard 4** - Understanding the cultural dimensions and contributions of the arts. Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Cultural Arts

The Cultural Arts Partners Committee is in its 17th year of existence. We have worked as a committee to explore and promote the benefits of Arts integration. Our belief is that the Arts, including dance, music, visual, and performance art, help the students to better understand and learn the curriculum. We understand the benefit of viewing and participating in the arts in order to better appreciate the arts, and to have the students become involved in the arts to help them understand other areas that we are studying.

STEM (Science, Technology, Engineering, Math)

As stated in our District's Technology Plan, our common goal as a school district is to promote a climate of learning in which all students, staff and community will be able to effectively and appropriately use technology to meet today's needs and those of the 21st Century. We call this becoming Self-Directed Learners/Producers. Our students will need to use appropriate technology to create, express, capture, record, experience, explore, communicate, collaborate, manage and organize ideas, data and information.

Physical Education

Grades K-6 attend physical education class every other day for 40 minutes. Students also will have structured play available on the playground for 20 minutes each day.

Each child is required to wear appropriate attire each day that they have PE class. Appropriate attire consists of clothing that does not restrict movement - pants, shorts, sweatpants, sweatshirts, tee shirts. Please keep in mind students may be doing activities that require them to get down on the floor (roll, crawl) so dress clothes should be avoided.

Sneakers must be worn in order to participate in physical education classes. We encourage students to wear sneakers that fasten securely with either Velcro or tie-up show laces. Please make sure students have laces in their sneakers. We discourage students from wearing slip-on type shoes, hiking-style boots, platform sneaker/shoes, lug-soled sneaker/shoes and winter sneaker/boots, even if they do have rubber soles. Soft covered, crepe-soled sneakers with a flat bottom and no heel are acceptable.

A child excused from PE will also be excused from recess.

Health and Wellness

Our district has adopted a program called the Great Body Shop as a comprehensive health and wellness program PK-6. This is a theme based program where everyone district wide is expected to play a part.

Elementary Standardized Testing

Watkins Glen Elementary School will take the following state and local tests:

The New York State English Language Arts, grades 3-6

The New York State Mathematics, grades 3-6

The New York State Science Tests, grade 4

Grades 3-6 will take New York State tests in English Language Arts and Mathematics. Fourth grade will also be required to take a State Science Test. The results will provide an objective report of individual strengths and weaknesses in a variety of skill areas. The results also help the school evaluate the educational programs. The New York Education Department uses these results in developing the School Report Card. Individual students' results will be supplied to parent/guardians as they become available by the state.

Dial 4

Future kindergarten children are screened using the Dial 4. This screening tool assesses self-help, social skills, motor, concepts, and language development. Parent/guardians will be notified when kindergarten screening occurs.

STAR Reading & Math Programs

These are computer based benchmark assessments. These tests will be given a minimum of 3 times during the school year to all students. They are also used to monitor the progress of some students on a more frequent basis. These assessments provide teachers with immediate feedback which is used to make adjustments to an individual student's program.

STAR Early Literacy Program

This computer based assessment tests reading readiness skills and is meant for students who have not reached the grade level standards assessed in the STAR Reading assessment. This assessment provides teachers with immediate feedback which is used to make adjustments to an individual student's program.

Student Support Services

Special Education Programs

Students whose learning needs require program modification, accommodation, a smaller class setting or reduced student/teacher ratio, are provided instruction as determined by the Committee on Special Education (CSE). These services are provided by both school district personnel and BOCES. The Watkins Glen Elementary School offers a variety of support services to meet the various needs of students. We are required by law to provide these services in the least restrictive environment.

Response to Intervention (RTI) formerly known as Academic Intervention Support (AIS)

The Watkins Glen Elementary School provides early intervention/preventative and remedial reading and math services for identified students in grades K-6. Providers include special education teachers, reading specialists, teaching assistants/ teacher aides (under the supervision of certified teacher), along with regular education teachers.

Eligible students will receive reading/language arts and math support within a general education setting. Students will receive extra instruction using the latest researched based strategies. We also use RTI strategies in order to direct individualized curriculums. Individual student progress is tracked and collected in a variety of ways. Some examples utilized are:

- Literacy assessments by Fountas and Pinnell
- DIBELS (Dynamic Indicator of Basic Early Literacy Skills)
- DRA's (Diagnostic Reading Assessment)
- GMADE (Group Mathematics Assessment and Diagnostic Evaluation)
- GRADE (Group Reading Assessment and Diagnostic Evaluation)
- STAR Reading, STAR Math and STAR Early Literacy

The focus of the RTI programs is to channel support to identified students, help them achieve grade level proficiency in reading/language arts, math skills and to help them remain successful in a general education setting. The primary focus is to deliver services with-in the classroom setting. We are committed to assisting all students in meeting the state's rigorous standards.

Related Services

Related services of occupational therapy, physical therapy, speech and language therapy, counseling, hearing, and vision itinerant services are available to identified students. These services can occur within or outside the classrooms as appropriate. The related service providers strive to align therapies with the classroom curriculum so that classroom and therapy activities compliment and reinforce each other.

School Psychologist

The primary function of a school psychologist is involvement with students who appear to be at risk with their academic progress. The school psychologist uses various measures and procedures to identify specific difficulties. When the difficulty has been determined, the school psychologist works with parent/guardians and staff to determine an appropriate intervention and monitoring of behavior modification plans.

School Counselor

A counselor is available to work with students who are in need of counseling and/or guidance services. Services provided to students include individual and/or group counseling, crisis intervention, developing and monitoring of behavior modification plans, developing appropriate peer relationships, anger control, and other support groups. The counselor will work closely with staff and parent/guardians to assist in referrals to outside agencies as appropriate. This person is on the RTI team, and coordinates the Kindergarten screening. They also help new students enter school by gathering academic records, providing tours of the school, and

address family-to-school concerns. The counselor is also responsible to help with the administration of all state and local tests.

Speech Department

The Speech Department is responsible for evaluating and remediating speech/language development delays. As a part of kindergarten screening, some children are identified as having communication difficulties even before entering school. All pupils are screened as recommended by the RTI team. Parent/guardians are then notified of any significant issues. Subsequently, more in-depth evaluations will determine the necessity of therapy. Students with identified needs will receive speech/language therapy during the school day. Speech classes help children to produce specific sounds correctly. Language classes help children to develop vocabulary, basic concepts and critical thinking skills. Therapists send home progress reports quarterly, or contact parent/guardians and/or teachers for support, as needed.

In addition to group or individual therapy, a therapist may instruct a language development class in the kindergarten rooms as needed. These lessons focus on developing basic communication skills necessary to all children. This provides support to the classroom teacher and acts as preventive intervention.

School – Parent/Guardian Compact

Positive Behavior Interventions and Supports - PBIS

PBIS stands for Positive Behavioral Interventions and Supports. In PBIS, school-wide behavioral expectations or rules are taught and reinforced by the staff in the school environment. Students will be expected to follow all PBIS school rules in all school settings, i.e. art, music, library, bus, cafeteria, playground, hallways, bathrooms, auditorium, during fire drills and on field trips. Our goal is to enable all students to stay focused on learning by reducing discipline referrals.

The Elementary School uses the 4 “B’s” expectations model:

- Be Respectful
- Be Responsible
- Be Safe
- Be Healthy

Character Education

In an effort to create a more positive and safe environment, the Watkins Glen Elementary School has developed a Character Education Program along with PBIS.

The Planning Room

The purpose of the Planning Room is to provide an environment for students who need “time out” to evaluate their behavior and plan for positive change in order to return to the classroom. The planning room is to be used in accordance with procedures outlined in this handbook. This room is also used for in-school suspension.

Suspensions

In-School Suspension (ISS) may be used as a consequence when a child has been referred to the building principal or assistant principal. When a child is assigned to ISS, they are given all daily assignments and are required to do the work during that time. They are not allowed to take part in activities or special area classes for that day. Mandated services (speech, PT, OT, etc.) are provided for special education students.

Out-of-School Suspension (OSS) may be assigned for up to 5 days at a time by the principal for severe misconduct. In the case of long-term suspension (over 5 days) a Superintendent’s Hearing is required. Many times this consequence is used to protect the safety and learning environment of the other students.

DETAILED DESCRIPTIONS OF INDIVIDUAL OFFENSES CAN BE FOUND IN THE SCHOOL CODE OF CONDUCT.

A summary of the school district's code of conduct can be found in the district calendar. The full code of conduct document can be found in school policy located on the district website at www.wgcsd.org.

Student Dress Code

- Be safe, appropriate and not disrupt or interfere with the educational process.
- Ensure that underwear is completely covered with outer clothing.
- Include footwear at all times. Footwear that presents a safety hazard will not be allowed (i.e. flip flops).
- The wearing of hats or head coverings in the building is prohibited except for a medical or religious purpose.
- Items that are vulgar, obscene, libelous or denigrating to others are prohibited.
- Items that endorse the use of alcohol, tobacco, or other drugs and/or encourage other illegal or violent activities are prohibited.
- Shorts, skirts and dresses must be no shorter than mid-thigh.
- Refrain from wearing brief garments such as tube tops, net tops, mesh shirts, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments. Shirts must be long enough to be tucked in.

Students and Personal Electronic Devices

The Board of Education recognizes that there are personal electronic devices that have educational applications such as calculators, voice recorders, digital cameras, music listening devices, mobile learning devices. These devices shall be allowed as part of a lesson under the direction of a teacher. However, the display and or use of such devices can cause disruption to the educational process.

Therefore, to prevent such disruption, the display and or use by students of cell phones, pagers, iPods, DS games and/or other electronic devices shall be prohibited at the discretion of the teacher or administrator. In most cases the devices must be turned off and stored out of sight during the class period.

The school is not responsible for stolen, lost or damaged personal electronic devices. Inappropriate and/or misuse of any of these devices will result in confiscation and/or disciplinary actions as outlined in the code of conduct for.

Dignity for All Students Act - (Anti-Bullying Policy)

New York State's Dignity for All Students Act (The Dignity Act) seeks to provide the state's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment and bullying on school property, a school bus and/or at a school function.

The Dignity Act was signed into law on September 13, 2010, and took effect on July 1, 2012.

This legislation amended State Education Law by creating a new Article 2-Dignity for All Students. The Dignity Act also amended Section 801 – a New York State Education Law regarding instruction in civility, citizenship and character education by expanding the concepts of tolerance, respect for others and dignity to include: an awareness and sensitivity in the relations of people, including but not limited to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity and sexes. The Dignity Act further amended Section 2801 of the Education Law by requiring Boards of Education to include language addressing The Dignity Act in their codes of conduct.

Additionally, under the Dignity Act, schools will be responsible for collecting and reporting data regarding material incidents of discrimination and harassment.

Sexual Harassment Policy

It is the policy of the District that all employees and students have a right to work or study in an environment free of discrimination on the basis of sex or sexual orientation, which encompasses freedom from sexual harassment. The District strongly disapproves of sexual harassment of its employees or students in any form, and states that all employees, as well as students, at all levels of the district must avoid offensive or inappropriate sexual or sexually harassing behavior at school, on school grounds, at school functions, and on school transportation and will be held responsible for ensuring that such workplace is free from sexual harassment. Specifically, the district prohibits the following:

Sex-based harassment can be comprised of two types of behavior:

- Sexual harassment. Sexual harassment is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.
- Gender-based harassment includes verbal, nonverbal or physical aggression, intimidation or hostility that is based on actual or perceived gender and sexual stereotypes. Sexual or gender-based harassment of a student can deny or limit the student's ability to participate in or to receive benefits, services, or opportunities from the school's program.

Such conduct may result in disciplinary action up to and including dismissal or suspension upon instruction. Other sexually harassing conduct in the workplace, whether physical or verbal, committed by supervisors or non-supervisory personnel or students is also prohibited. This behavior includes but is not limited to commentary about an individual's body, sexually degrading words to describe an individual, offensive comments, off-color language or jokes, innuendos, and sexually suggestive objects, books, magazines, photographs, cartoons or pictures.

Employees or students who have complaints of sexual harassment by anyone in the school environment, including any supervisors, co-employees, students, or visitors are urged to report such conduct to the compliance officer so that the district may investigate and resolve the problem. If the complaint involves the compliance officer, or if the person for any reason is uncomfortable in dealing with the compliance officer, the employee or student may go to the Superintendent or a person appointed by the Superintendent to handle the complaint.

The district will endeavor to investigate all complaints as expeditiously and as professionally as possible. Where investigations confirm the allegations, appropriate corrective action will be taken.

The district will endeavor to maintain the information provided to it in the complaint and investigation process as confidentially as possible, consistent with the laws of the State and, if applicable, the collective bargaining agreement.

There will be no retaliation against employees or students for reporting sexual harassment or assisting the district in the investigation of a complaint. The procedure to investigate any complaint shall be consistent with the Anti-Discrimination Policy.

Anti-Discrimination Policy

The school district does not discriminate in employment or in the education programs and activities which it operates on the basis of sex, sexual orientation, age, ethnicity, religion, race or disability in violation of Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, or § 504 of the Rehabilitation Act of 1973 and New York State Human Rights Law.

Grievance Procedure

If any person believes that the school district or any of the district's staff has failed to apply or has inadequately applied the principles or regulations of (1) Title VII of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, or (3) § 504 of the Rehabilitation Act of 1973, that person may bring forward a complaint, which shall be referred to as a grievance, to the District's compliance officer. The compliance officer, on request, will provide a copy of the District's grievance procedure to any employee or student of the District.

A copy of each of the Acts and Regulations upon which this notice is based will be made available upon written request directed to the district's compliance officer. Inquiries concerning the nondiscriminatory policy may be made to Director, Office for Civil Rights, Department of Education, Washington, D.C. 20201.

Procedures for Animals in School Animals may be brought into the classroom for educational purposes tied to lesson plans. However, they must be appropriately and humanely cared for, and properly handled. Any person who wishes to bring an animal into the classroom must receive prior permission from the principal. The following guidelines shall apply to animals in the schools:

Prior to granting permission, teachers should check with the school nurse regarding any known allergies among students and other staff members who may work in the classroom. If allergies exist, parent/guardians and/ or staff members must be contacted for further direction.

- There should be a clear educational purpose to have an animal in a public school setting.
- Animals should not be kept in the classroom beyond the intended lesson.
- Animals shall not be transported on school buses.
- Students and personnel will wash hands after contact with animals, animal products, or their environment.
- Teachers must assume primary responsibility for the humane and proper treatment of any animals in the classroom.
- Only the teacher or students designated by the teacher are to handle the animals.
- Animals should not be allowed to roam free or fly free. They should be displayed in an enclosed cage or appropriate restraint.
- Animals are prohibited in areas where food and drink are consumed.
- All visiting animals should obtain a certificate of veterinary inspection prior to a visit.
- Animals must be clean and free of intestinal parasites, fleas, ticks, mites and lice.

Staff members or students who have been bitten by an animal shall report the incident to the principal and the nurse immediately. The principal should notify the public health authorities if the injury merits medical follow-up. Public health authorities should determine the appropriate action and period of confinement for an animal if an injury results. Any animal involved in a serious injury must be impounded until authorization for release is granted by health authorities.