

LENAPE ELEMENTARY SCHOOL

2019-2020



Student/Parent Handbook

MISSION STATEMENT:

The Lenape Community dedicates itself:

- * to encourage a love and appreciation for learning in a safe and caring environment.
- * to enable our children to reach their greatest potential individually, academically, and socially.
- * to respect and understand each other through our similarities and differences.

Sean Inglee, Principal

**196 Main Street
New Paltz, New York 12561
(845) 256-4300
www.newpaltz.k12.ny.us/lenape**

September 2019

Dear Lenape Student and Parent,

Everyone at Lenape Elementary School is looking forward to the beginning of another exciting school year.

We believe that educating children is most successful when everyone involved – parents, teachers and other school staff, the community, and the students themselves – all work together cooperatively. I would like to encourage all of you to be actively involved in the educational process so that we can continue to provide a strong foundation upon which future growth and success can be built.

This handbook contains valuable information regarding the Lenape School program, including important rules, policies, and procedures. Please review this booklet carefully and keep it handy throughout the school year for future reference. Keep in mind that some procedures have been updated.

If at anytime you have any questions or concerns, please don't hesitate to contact us.

Your comments are always welcome. We value your involvement in your child's education as we continue to establish a community of learners at the Lenape School.

Sincerely,

A handwritten signature in dark ink that reads "Sean Inglee". The signature is written in a cursive, flowing style.

Sean Inglee
Principal

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LENAPE ELEMENTARY SCHOOL 2019/2020
Sean Inglee, Principal
William Ball, Coordinator of Student Support Services

<u>Office</u>		<u>Nurse</u>		<u>Social Worker</u>	
Mark Janow		Maria Meoli		Meri Lederer	4304
		<u>Library</u>		<u>Aides</u>	
		MaryAnn Lis-Simmons		Ann Marie Dixon	
<u>3rd Grade</u>				Laura Eckert	
Christiane Dates/	104	<u>Music</u>		Mia Friedle	
Kacie Fisher	104	Laura Faure		Elizabeth Kennedy	
Tanya Foret	205	David Finch (Band)		Cathy Oncher	
Tina Harris	207			Diane Potthast	
Jim Longbotham/	110	<u>Physical Education</u>		Irene Robbins	
Jill Christensen	109	Bill Defino		Chris Ruger	
Ellen Makow	107	Dal Veeder		Angela Schneider	
Traci Miranda/	103			Amy Suttle	
Daniel Monheit	105	<u>Art</u>		Bryan Weis	
Christine Pallus	101	Krista Pachomski			
				<u>Monitors</u>	
<u>4th Grade</u>		<u>Reading / MSR</u>		Frank Ciofalo	11:30-2:00
Ellen Allis	202	Kristian Anderson		Rozina Ghule	11:30-2:00
Tara Crowder/	211	Brittany McIlwee		Andrea Zapotoski	9:15 – 4:15
Jenna Russoello	210	Sarah Sebald			
Melissa Feldmann/	203			<u>Cafeteria</u>	4321 / 4322
Andrea Shaver	201	<u>Math Specialist</u>		Gina Dortono	
Alex Majthenyi	224	Linda Sinforoso		Katherine Statlend	
Adrienne Maley	204			Stella Tompkins	
Trina Naclerio	102	<u>Speech, Hearing & Sight</u>		Rosemarie Zaccaria	
		Candice Cramer			
				<u>Custodians</u>	4315
<u>5th Grade</u>		<u>Foreign Language</u>		John Casiano	
Paulette Easterlin	225	Jenny-Lynn Delfini		Nick Fuller	
Rachel Fisher-Markle/	222	Jennifer Pizzarello		Antonio Galvan	
Amy Gogerty	223			Doug Hawks- HC	
Francesca Houston/	221	<u>ENL</u>		Jose Ponce	
Amy Haase	226	Amy Chapman			
Meredith Oppenheimer/	217				
Erin Bulson	215	<u>Occupational Therapists</u>			
MaryJo Serrao	111	Cindi Valdina			
Elaine Thomas/	218				
Amanda DeMaro	219	<u>Physical Therapist</u>			
		Ann Gregory			
<u>Special Ed/Self-Contained</u>		<u>School Psychologist</u>			
Joanna Wilcox	209	Tara LaMonica			

Lenape Elementary School Voice Mail

To reach a voice mail box, please dial 256-4000 and then enter the voice mail number.

Teacher	Room	VM #
Allis, Ellen	202	69400
Anderson, Kristian	138	69647
Bulson, Erin	215	69601
Chapman, Amy	206	69753
Christensen, Jill	109	69644
Cramer, Candice	123	69606
Crowder, Tara	211	69651
Dates, Christiane	104	69607
Defino, Bill	Gym A	64335
Delfini, Jenny-Lynn	206	69608
DeMaro, Amanda	219	69643
Easterlin, Paulette	225	69611
Faure, Laura	124	69613
Feldmann, Melissa	203	69757
Finch, David	137	69713
Fisher, Kacie	104	69615
Fisher-Markle, Rachel	222	69639
Foret, Tanya	205	69652
Gogerty, Amy	223	69732
Gregory, Ann	106	69414
Haase, Amy	226	
Harris, Tina	207	69617
Houston, Francesca	221	
LaMonica, Tara	Office	64375
Lederer, Meri	Office	64304
Lis-Simmons, MaryAnn	Library	64330
Longbotham, Jim	110	69619
Teacher	Room	VM #
Majthenyi, Alex	224	69621
Makow, Ellen	107	69423

Maley, Adrienne	204	69622
Miranda, Traci	103	69766
McIlwee, Brittany	138	
Monheit, Daniel	105	69636
Naclerio, Trina	102	69727
Oppenheimer, Meredith	217	69637
Pachomski, Krista	216	69507
Pizzarello, Jennifer	206	69625
Quattrone, Michelle	Office	64375
Russolello, Jenna	210	69453
Sebald, Sarah	108	69629
Serrao, MaryJo	111	69630
Shaver, Andrea	201	69452
Sinforoso, Linda	220	69632
Thomas, Elaine	218	69633
Turner, Christine	101	
Valdina, Cindi	106	69635
Veeder, Dal	Gym B	64334
Wilcox, Joanna	209	69656

LENAPE EDUCATIONAL PROGRAMS

The Lenape School curriculum provides for continuous building of skills, attitudes, concepts and understandings. The focus is upon careful guidance of the total child in order to take him/her from where he/she is to where he/she is capable of going. We dedicate ourselves to working with each child according to his/her ability. With this understanding in mind, the following is a brief glimpse of the educational program, as per the Common Core Learning Standards, adopted by NYS.

The Common Core Learning Standards (CCLS) are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents 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. Most states in the United States have adopted the CCLS.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- are aligned with college and work expectations,
- are clear, understandable and consistent,
- include rigorous content and application of knowledge through high- order skills,
- build upon strengths and lessons of current state standards,
- are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society and
- are evidence- based.

Visit CoreStandards.org to review the English Language Arts and Mathematics standards.

Reading:

- The ELA standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college and career- level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- Through reading a diverse array of classic and contemporary literature, as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspectives. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts, and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents to know what to expect at the beginning of the year.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.
- Our classes use a balanced approach to reading, focusing on small, leveled reading groups that encourage student-to-student interaction with deliberate and targeted instruction by the teacher.

Writing:

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing - a basic form of argument - extending down into the earliest grades.
- Research - both short focused projects (such as those commonly required in the workplace) and longer term in depth research - is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory tests, and narratives in the various grades.
- Our classes utilize writing across the subject areas and in multiple genres.

Speaking and Listening:

- The ELA standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking, as well as through media.
- An important focus of the speaking and listening standards is academic discussion in on-to-one, small group, and whole-class settings. Formal presentations are one important way such discussions occur, but so is the more informal conversation that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language:

- The ELA standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- The ELA standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conventions are treated in their own strand, not because skills in these areas should be handled in isolation but, because their use extends across reading, writing, speaking, and listening.

Media and Technology:

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards. At Lenape, most classrooms have Smartboards and student computers. We also have two computer labs for whole class projects.

Math Standards

- The K-5 Math Standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals - which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications. The K-5 standards build on the best state standards to provide detailed guidance to teachers on how to navigate their way through knotty topics such as fractions, negative numbers, and geometry, and do so by maintaining a continuous progression from grade to grade.
- The Math Standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels - rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year.

Social Studies: A basic purpose of education is the creation of an informed citizenry. It is the specific function of our social studies program (3-5) to help children develop a knowledge and appreciation of our heritage and of other cultures throughout the world. The social studies program further seeks to build and maintain a maximum

level of competence in those skills which are essential to the understanding of concepts in the various disciplines. The use of maps and the globe, specialized skills in reading, the effective use of reference materials, the use of graphic representation and the like, are taught as an integral part of the social studies program.

Science: The goals of our elementary science program are to have our students develop scientific literacy and effective problem solving skills. Scientific literacy is demonstrated by the ability to use skills, scientific attitudes, and science content to identify and solve science-related problems. Effective problem solving is the ability to solve science-related problems by applying appropriate skills systematically in ways that demonstrate positive attitudes toward science and an accurate understanding of scientific principles. The curriculum content for grades 3-5 is divided between the life and physical sciences. In addition, through a grant from the New York State Council of the Arts and the involvement with the Mohonk Preserve, we have been able to provide a number of environmental experiences for the children. Each class will be transported to the Preserve in the fall or in the spring for a “Field Study” following preparation work done in the classroom. The availability of a Science Lab room also generates opportunities for students that we are continuing to explore and develop.

Integrated Curriculum: All subject areas are integrated wherever possible. Our world is not segmented and our brains learn through making connections. The more we automatically make these connections for our students, the easier it is for their understanding and retention in all subject areas.

Library Skills: Our library program offers instruction in library skills, reference services, and reading guidance for children at every grade level. The library collection provides students and teachers with a wide range of instructional materials—books, pamphlets, pictures, periodicals, pre-recorded tapes, CDs, DVDs, videos and records. The book collection is carefully chosen to include curriculum-related materials (informational books, reference books and supplementary resources) and titles for recreational reading. Children are encouraged to come to the library whenever they need materials for their class work or for their own enjoyment. The librarian works with teachers in putting together a variety of book and non-book materials for use in the classroom during units of study. The Lenape Library is an automated library and networked throughout the building.

Foreign Language: The Foreign Language Elementary School (FLES) curriculum is closely aligned to other curricula. It continues to build upon units already studied, as well as introduce new themes in vocabulary. At present, all students are learning Spanish.

SPECIAL AREA CLASSES

In addition to the core academic areas, instruction by certified teachers is provided in such areas as Art, Music and Physical Education. We feel that these experiences are an integral part of our educational program.

Art: We are very proud of our elementary art program which is designed to promote growth and development in art skills to stimulate creative expression, and to develop an appreciation of art, beauty and nature. Throughout the year students complete a variety of different projects in which various skills, different techniques, and mediums are employed. Projects are often designed to integrate with topics being studied in Science or Social Studies. Each spring, an art show is held to showcase our students' work.

Music: The music program provides an opportunity for the children to: listen to music, sing, respond to rhythms, and learn musical notation. The goal is to develop an appreciation for music for students. Students in grades 4 and 5 have the opportunity to participate in choral performance groups, and grade 5 students may take instrumental lessons and participate in band. Concerts in December and in the spring provide the opportunity for students to perform for their parents and peers.

Physical Education: Our physical education program is specifically designed to meet the needs of all the children at Lenape. In addition to teaching the basic skills involved in many sports, our program incorporates personal fitness and the importance of lifetime health and fitness. Our physical education program also addresses the development of certain social traits. The child learns to: wait his/her turn, share equipment, cooperate with others, admit when he/she is in error, and win or lose gracefully. At the end of each school year students have the opportunity to participate in a field day, which includes a variety of different cooperative games.

OTHER SERVICES

Elementary Counselor – Social Worker: There is a full-time Counselor-Social Worker at Lenape. The responsibilities of this person include providing and/or coordinating counseling and related services for students and families with regard to the prevention of, identification of, and intervention in situations in which students experience social and emotional problems that may interfere with the learning process. The Social Worker is available to provide consultation to both teachers and families, to assist in dealing with students' problems and to provide referrals to appropriate medical, psychiatric, and social services agencies. In addition, the social worker is available to help the student and his/her family to learn of the social, health, and welfare agencies available in times of difficulty and need.

Remedial Reading/Academic Intervention Services (AIS): Based on classroom performance and results of the New York State assessments, students scoring below a specified percentile are given remedial assistance by a certified reading teacher.

Speech/Language: The speech therapist works with children who have articulation problems as well as children who lack necessary skills or ability to verbally express themselves appropriately.

English as a New Language (ENL): Each year children from other countries come to us speaking a variety of languages. Young children in a school environment learn English quickly. However, they may need assistance adjusting to a new culture and understanding idioms in the English language. ENL provides assistance in these areas.

HOMEWORK GUIDELINES FOR PARENTS

Homework should be well - planned, age-appropriate, and provide a meaningful opportunity for learning enhancement or skill practice. Assignments will be given regularly and will be within the guidelines for each grade level. Teachers are expected to coordinate homework assignments in the various curriculum areas so that a student's homework falls within the expected time frame. Homework may be varied where appropriate to provide support for learning differences. Guided practice in the classroom may be a useful methodology;

however, guided practice should not replace homework to be completed outside the classroom. Homework expectations should be clearly shared with students and parents through communications such as a parent letter, rubrics, assignment guidelines, and teacher websites. If your child has any issues with homework, contact the classroom teacher.

PURPOSE OF HOMEWORK

1. Reinforce skills through practice.
2. Reinforce material covered in class by review.
3. Provide the student with a method of reflecting on ideas presented in the classroom.
4. Provide a means for developing desirable habits such as completing work on time, budgeting one's time, and promoting growth in responsibility.
5. Bring students into contact with out-of-school resources.
6. Allow for differences in the ability, achievement, and interest of the students.
7. Provide a means by which parents can be informed on what is taking place in school.

TYPES OF HOMEWORK ACTIVITIES

1. Continuation of work, or review of material, begun in class.
2. Practice of fundamental skills.
3. Research for long-term projects.
4. Gathering of materials and preparing presentations.
5. Purposeful seeking of ideas and information through observation of the world around us.
6. Using resources such as textbooks, library materials, and other references.
7. Make-up of essential and appropriate work missed due to absence.

THE "HOME" IN HOMEWORK

Support your children's efforts, but don't do their work. Set a regular time everyday for homework. Establish a regular place for daily homework. Attempt to understand and respect your child's individual learning style; there is no right or wrong way to learn. Make sure that your child has all the necessary supplies for homework. If possible, make homework a time for the whole family to pursue quiet activities. Focus on the positive when you review your child's work. Model the behavior you want to see in your child. Make sure that your child observes you reading, writing and working at things that require effort and persistence. Establish a routine for placement of homework in your child's schoolbag for return to school. It may save some of the morning rush or confusion if everything is packed up in the evening. This responsibility should be your child's. Recognize the importance of reading as a means of self-education, children should be encouraged to read regularly.

EMERGENCY INFORMATION

It is very important for us to have your correct address, phone number, and information as to where you can be reached during the day in case of an emergency. The “Emergency Information Sheet” should be returned to the school nurse as soon as possible and up-dated during the year if necessary. Please be sure to also include any additional person(s) to be contacted should we be unable to reach you. Early dismissal information is also included on this sheet. The procedure stated on this form is what will be followed, unless we receive WRITTEN notification to the contrary.

WINTER WEATHER INFORMATION

School cancellations, delays and early dismissals can be found on our web site, www.newpaltz.k12.ny.us, or by calling our school closing hotline: 256-4099.

NEW PALTZ BOARD OF EDUCATION POLICY

EMERGENCY SCHOOL CLOSING POLICY & EVACUATION POLICY

School cancellations and delayed school openings will be decided by the Superintendent of Schools after consultation with the transportation supervisor on the road conditions and weather forecasts. Such a decision will be made before 6 a.m. in order to properly notify bus drivers, radio stations and appropriate personnel. Early closing, district-wide will be reported to the local radio stations indicating the time of dismissal. High School and Middle School students will be transported first, followed by Lenape and Duzine. Regular Transportation routes will be followed, weather permitting. Should hazardous road conditions develop which do not allow students to be delivered at or near their home, they will be returned to the Middle School. Students will then contact their parents to have them come to the school.

If an emergency situation develops in any one school necessitating the immediate removal of students and staff, the following will go into effect.

1. The building will be immediately evacuated.
2. Radio stations will be contacted to give the appropriate announcement.
The head bus driver will immediately contact certain bus drivers and have them report to the bus garage. Students will be transported to the following schools:
Duzine students to the Middle School
Middle School and High School to Lenape
Lenape students to the High School
3. Emergency accommodations will be provided in gymnasiums, cafeterias, and auditoriums for students until they can be returned to their school or transported home.
4. If the building under consideration is declared safe by school and other governmental officials, students will be returned to the school and classes will resume until the normal dismissal time.

HEALTH SERVICES

Under the leadership of the school administrator, the nurse works with other school health and pupil personnel professionals in a program designed to promote, protect, maintain and improve the health of all pupils. She has a major role, in cooperation with members of the school staff and appropriate community agencies, in planning for a comprehensive health service program to carry out the school's responsibility in meeting the health needs of the students. She serves as a health consultant to administrators, teachers and other staff members in regard to all matters affecting the health of students and school personnel. At the Lenape School we have a full-time professional registered nurse. The nurse can be reached directly between 8:45 and 3:35 at 256-4310.

Among the duties of the School Nurse are:

1. Taking care of illnesses and injuries, and administering medication.
2. Administering annual sight and hearing tests.
3. Attending cases requiring regular medication.
4. Informing teachers of students with chronic ailments.
5. Conducting periodic health and sanitation inspections of the school.
6. Counseling students in personal hygiene.
7. Assisting the school physician in conducting physical examinations.
8. Keeping all student health records up-to-date.

PHYSICAL EXAMINATIONS

The New York State Education law requires a physical exam for new entrants and students in Grades Pre-K or K, 1, 3, 5, 7, 9 & 11. This will be done by our school physician unless the parent/guardian has the child examined by his/her family physician. (We encourage the latter plan since it would typically be a more thorough examination.) **All physicals must be done by a N.Y.S. licensed physician; physicals from out-of-state doctors are not acceptable.** At the beginning of the school year, forms will be sent to each parent/guardian for use by the family physician in reporting to the school physician examinations done by him/her. This form should be returned even if a physical is not done.

STUDENT MEDICATION PROCEDURES

When your child's physician feels that it is necessary for medication to be taken during the school day, there are certain procedures as mandated by the New York State Education Department which must be followed. School nurses **cannot** administer any medication, including over the counter medicines, to students without a written order from a physician. This order must be signed by both the physician and you as the parent/guardian. Our procedures are as follows: At the beginning of each school year, a NEW, completed New Paltz Central School District Authorization for Medication Form must be presented to your child's school nurse. This form must be signed by both the physician and you as the parent/guardian. Medication must be delivered directly to the school nurse by the Parent or Guardian. You will be provided with a receipt for the medication. **NO** medication will be accepted from students. Medication **MUST** be in the original labeled container as prepared by the pharmacist. Over the counter medications must be in the original packaging. At the end of the school year medications must be picked up on the last day of school. Nurses by law are not permitted to keep medications over the summer. Medication cannot be returned to students.

MEDICAL INFORMATION AND ACADEMICS: Your child's health plays a part in their academic performance, including behavior and ability to concentrate. In order to help keep your child focused on their academics the nurses are asking permission to share relevant medical information with your child's teachers. To grant this permission please sign the related line on the New Paltz Central School District Authorization for Medication Form. **Incomplete forms will not be accepted.**

STUDENT ACCIDENT INSURANCE

The School District carries some accident insurance coverage. The parents/guardians, however, are required to file through their own policy before the school insurance can be used. At times, parents/guardians are required to assume some financial liability when their child requires emergency medical services.

New Paltz Central School District has purchased **School Time Accident Coverage** to protect all students against accidental injury or death occurring while the policy is in force. This insurance provides coverage for the hours and days when school is in session, and while attending school sponsored and supervised activities. This includes all Interscholastic Sports including football. Coverage is provided by National Union Fire Insurance Company.

The basic benefit is \$1,000,000 and usual and customary benefits are provided on a **Full Excess** basis for covered expenses incurred within 3 years after the date of the accident. This means that covered charges will be paid when they are "in excess of another plan providing medical expense benefits." The first expense must be incurred within 90 days of the accident. The following is an example of how a **Full Excess** claim is handled:

A student incurs medical expenses of \$200.00 for treatment of injury sustained during football. The student's parent have private group insurance through their employer with Blue Cross/Blue Shield. The medical bills must first be submitted to BC/BS. BC/BS being the primary carrier, pays \$100.00 and sends an explanation of benefits to the parents. The parents then submit a copy of the original bills and the BC/BS explanation of benefits to the school's insurance carrier who will then apply \$50.00 of this balance to the deductible and process payment for the remaining \$50.00.

CLAIM INSTRUCTIONS:

In case of an accident, notify the school/organization immediately.

Step 1: Notify **ALL** treatment facilities (physician's office, hospital, etc.) of this insurance coverage so that any invoices and/or Explanation of Benefits (EOB) can be sent directly from the medical facility to AIG.

Step 2: Have Part I and Part II completed on the Notification of Injury form. Do not leave any blank spaces or write "N/A" in any space. If either parent or guardian is uninvolved, deceased, unemployed, self-employed or disabled, please state so. If you are employed, but do not have insurance, please state "NO INSURANCE" and provide us with a statement from your employer that the claimant has no insurance. Otherwise, our office will submit an insurance questionnaire to your employer to be used as verification of no dependent coverage.

Step 3: Attach any itemized bills to the claim form, along with any corresponding Explanation of Benefits (EOB) for each itemized bill. An itemized bill includes treatment rendered, the dates of the treatment, diagnosis codes, physician's or hospital's name, address and tax I.D. number. Balance Due bills are not acceptable. Be sure to attach any receipts for bills paid out-of-pocket. Otherwise, benefits will be paid **to** the provider of service. Please Note: Both an itemized bill and EOB (if applicable) must be submitted for claims to be considered for accident medical expense benefits.

Step 4: Mail the Notification of Injury form, along with any other applicable correspondence to our office. Do not leave this form with the school, coach, hospital, physician, etc. When sending information to our office, please use the address below.

AIG Personal Accident Claims
P.O. Box 25987
Shawnee Mission KS, 66225

You may also send electronically: our fax number is 866-893-8574 or e-mail to AHClaimsaaig.com
Should you or a provider need to reach AIG for benefit coverage, or claims questions please call 800-551-0824.

Note: If your medical coverage is under an HMO, PPO or similar plan, you must follow their requirements for obtaining benefits. Otherwise, our benefits may be reduced, where applicable, as stated in the policy provisions. This restriction does not apply in every state.

TRANSPORTATION & BUS SAFETY

We have worked closely with the transportation staff to develop an awareness and procedure to ensure a safe bus ride to and from school. The bus driver is in charge of the bus and is held responsible for the safety of the children enroute and while they are crossing the roads. It is very important that behavior which distracts the driver and thus endangers the safety of the children be prohibited.

The following are a few important guidelines that will be discussed with your child by his/her bus driver each school year:

1. No child may attempt to enter or leave the bus while it is in motion.
2. If children live on the side of the road opposite that on which the bus stops, they must remain there until the bus stops and bus driver directs them to cross.
3. Children are to remain in their seats while the bus is in motion.
4. Loud talking or yelling is prohibited.
5. Children may not eat or drink on the bus.
6. Fighting, pushing, shoving or wrestling is prohibited.
7. Glass jars or containers may not be carried on the bus.
8. No live animals are allowed on the bus.
9. No large instruments or projects can be transported.
10. Nothing may be thrown about on the bus or thrown out the window.
11. Students should not tease or call other children names.
12. No electronics of any kind are allowed on the bus or in school.
13. Cell phones may be carried in a student's backpack, but MUST be off and out of sight at all times, on the bus and in school.

Your cooperation and reinforcement of these guidelines to ensure the safety of your child, as well as all of the others, will be greatly appreciated.

The transportation staff will provide positive reinforcement and praise to those students who are exhibiting appropriate bus behavior. Along with these positive techniques, consequences for inappropriate behavior may include:

1. The first offense will result in a meeting between the student and school administrator to respond to the referral and review bus safety rules. Parents/guardians will be notified.
2. Serious and/or second offenses may result in a meeting between the student, driver, administrator, and when necessary, parent/guardian. Corrective actions will be based on individual needs and will include a range of possibilities designed to ameliorate inappropriate behavior.
3. Parents/guardians will be notified of all referrals and corrective actions.
4. Students may be suspended from the bus as deemed appropriate by the administrator in consultation with parties involved.

CHANGES IN BUSING ROUTINE

If for any reason your child needs to take a different bus on a given day, a note must be sent in to his/her teacher stating the bus number that the child should take. The teacher will then issue a "bus pass" which the child will show the driver. Young children frequently have difficulty remembering the "when" and "where"

of events. **We will not honor a child's request for a change in his/her normal transportation unless there is a signed note from you. Emails are not acceptable, as they may not be viewed for pick-ups in time for dismissal.**

Written notification should also be sent in if you intend to pick your child up at the end of the day. Dismissal this year is at 3:25. Parents/guardians picking up their children at the end of the day should wait for them in the front lobby. Students will come to the lobby as their classmates are going to the buses. Please do NOT ask for your child before 3:20.

Except in emergency situations, please do not call the main office for these changes. Verbal requests for bus changes or pick-ups will NOT be honored. Written permission will be strictly enforced.

Your child's bus cannot be used to transport a number of children to parties, Cub Scout or Brownie meetings, choral practice, dance classes, etc., unless this matter has been checked with us well in advance. There simply may not be room on the bus. Please call the BUS GARAGE (256-4070) for approval. Bus passes will be given accordingly.

PICKING UP CHILDREN

Parents/Guardians picking up their children must come to the front desk to sign them out and pick them up. A note should be sent with your child in the morning indicating that s/he will be picked up and by whom. Classrooms will be called by the office personnel to have the student sent down at 3:20. (Please be aware that your child cannot be picked up by anyone other than you or the person(s) designated on the Emergency Information form without specific **written** permission from you.)

Please appreciate the fact that our instructional day does not end until 3:25. The elementary curriculum is packed – every minute counts, including end-of-day wrap-ups. Students will not be called from class prior to 3:20.

WEBSITE

Please be aware that copies of the district calendar, emergency sheets, medication forms and change of address forms can be found on the Lenape website at **www.newpaltz.k12.ny.us/lenape** .

ATTENDANCE PROCEDURES, POLICIES, RULES

Good attendance and punctuality are necessary for academic achievement. Please make every effort to have your child in school, each day, on time. Try to schedule dental and doctor appointments after school hours whenever possible. A written explanation of absence (with child's full name) should accompany the child upon his/her return to school.

According to N.Y.S. Law, the following are considered legal absences from school:

1. Personal illness
2. Death in the family or serious family illness
3. Medical appointments that cannot be made at other times
4. Religious observance
5. Bad weather conditions when school is officially closed
6. Requirement to be in court.

Please keep in mind that students absent from school for family vacations are considered illegally absent. Keep in mind that nothing can take the place of hands-on learning in the classroom setting and not all work can be made up.

Make-up work may be obtained if your child is absent by calling the school office in the morning. Requests made before 11:00 should be ready by the end of the day. When a serious illness or injury requires that a child be absent from school for an extended period of time, the services of a home teacher may be supplied. At the elementary level, the amount of home teaching provided is usually five hours per week. Call the school office for further information should the need arise. Please keep in mind that we no longer teach primarily from textbooks. Therefore, absences equate to a great loss of instruction.

RECESS

Students will go outside for recess throughout the school year except during severely inclement weather. It is vital that you dress your child appropriately for the weather conditions. Boots, hats, gloves or mittens and warm coats are a necessity for cold, snowy weather.

We believe that recess is a time for your child to socialize, to engage in free play, and to have a good time. However, there are rules and limits:

1. The monitors are in charge and must be listened to and respected.
2. Children must remain within the boundaries of the play area and not to return to the building without permission from a monitor.
3. Children must follow Safety Rules for Outdoor Equipment Use and be willing to share. These rules are reviewed with all students by teachers and monitors.
4. Things found on the ground should remain on the ground – There is to be no throwing or kicking of sand, stones, sticks, snow, etc.
5. Fighting and other hurtful behaviors will not be tolerated.
6. Basically, if everyone behaves in a safe considerate manner, all will have an enjoyable time. Students who choose to misbehave may lose their time to play and have fun. Our number one school rule is to treat others as you want to be treated.

FIELD TRIPS

Our field trips are generally funded through the school budget, grants or through our PTA. Field trips are planned by the classroom teacher and are, at all times, curriculum related. A consent form must be signed and returned for each trip. Children who do not have a signed consent form may be denied the opportunity of a valuable field experience. Please update all emergency information sheets prior to field trips.

PARENT INVOLVEMENT

We are fortunate to have an active, supportive Parent-Teacher Association. This group of dedicated people provides many exciting cultural events for our students throughout the year. Also, they support teachers in numerous ways and provide assistance and refreshments for various activities including 3rd Grade/New Student Orientation and Open House. Several fund-raising events are held during the year to support their efforts. All parents and teachers are encouraged to join the PTA and help with any projects they can. The Duzine-Lenape PTA generally meets on the second Tuesday of each month at 6:30pm, alternating the meeting place between the two schools with the first meeting of this year to be held at Duzine on September 12th. You are welcome to have lunch with your child at any time. Please call in advance if you are purchasing a school lunch. Parents and guardians are not able to attend recess. Siblings are not able to visit during lunch.

2019/2020 DUZINE-LENAPE PTA OFFICERS/CONTACT:

<i>Co-President:</i>	<i>Raffaela Zaccaria</i>	racampora@aol.com	845-288-1782
<i>Co-President:</i>	<i>Sara Walton</i>		
<i>Vice President:</i>	<i>Patricia Culp</i>	poneilculp@gmail.com	
<i>Treasurer:</i>	<i>Devin O'Rourke</i>	devinorourke14@gmail.com	
<i>Secretary:</i>	<i>Cara Kubert</i>	kubert.cara@gmail.com	

In addition to being active in the PTA, teachers are also often interested in having parent volunteers come in to help out in various areas and with such activities as parties, plays, and educational field trips. If you are interested in helping out in this way, please speak with your child's teacher.

PARKING / PASSES

Please park in designated parking spaces in the parking lot. Anyone entering the building during the school day without exceptions **MUST** be buzzed in and report to the front desk/office, sign in and obtain a "Visitors Pass". A photo ID may be required. Anyone in the building without a pass will be asked to return to the front desk/office. Your cooperation to ensure the safety of our students is appreciated.

LOST AND FOUND

Our "Lost and Found" has a variety of items, including jackets, gloves, lunch boxes, pencil cases, thermos bottles, hats, etc. Students or parents may claim "Lost and Found" items in the cafeteria. Several times a year items that remain are donated to charity. Please label everything your child brings to school.

REPORT CARDS AND CONFERENCES

While it is true that no report card can adequately assess and communicate all there is to know about a student, we have made a determined effort to develop a comprehensive instrument to report your child's progress. Report cards for Grades 3-5 are distributed three times a year. The first report is given at the parent-teacher conferences scheduled in December. There are also parent-teacher conferences scheduled for March. In addition to these scheduled conferences, parents are urged to request a conference whenever they feel there is something they wish to discuss with the teacher. Conferences should be scheduled, in advance, with the teacher by calling the school.

CONDUCT

We have been very proud of the conduct of our students and have, on many occasions, received favorable comments from visitors to our school, as well as from places our students have visited on field trips. NPCSD Code of Conduct was created to meet the requirements of the Project Save Legislation. Lenape operates on the premise that all members of the community will follow consistent behavior guidelines. These guidelines, outlined in our **Code of Conduct** are easy to understand and apply to all settings of the school day. To put it simply, members of the Lenape community are expected to behave in a way that ensure everyone's safety and to be polite and cooperative toward each other. Parental support regarding discipline is necessary and encouraged. Teachers will inform you of class rules and behavior expectations through written communication or at Open House. The staff will keep you informed of situations that occur through phone calls, notes and conferences. When it is warranted, students may be referred to the principal. At the end of this handbook, you will find a copy of the New Paltz Central School District Code of Conduct Summary. **Please review the document.** A copy of the complete Code of Conduct is available on the website or in the school office should you wish to have a copy. Additionally, one specific item warrants individual attention. In accordance with the Gun-Free Schools Act of 1994, our Board of Education adopted Policy #4005, "Dangerous Weapons in School." Under NO CIRCUMSTANCES can a student have in his or her possession any type of weapon or other object which could be used as a weapon or which is capable of inflicting bodily harm. This also applies to "toy" guns, knives, etc. Infractions of this policy may result in a Superintendent's Hearing and suspension from school for one year.

IF YOU HAVE A PROBLEM

Situations may arise from time to time which may cause concern for parent/guardian. In most cases these are the result of misunderstandings and can be resolved through an open discussion by those involved. If such occasions arise, the following procedure is recommended.

1. If the concern involves a teacher or a situation in the classroom, call the Lenape Office and request that a conference be arranged with the teacher.
2. If no teacher is involved, request a conference with the administrator.

NEW PALTZ CENTRAL SCHOOL DISTRICT

TITLE IX

The District condemns and prohibits all forms of discrimination and harassment based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. If you believe that you have been discriminated against, you may make a claim that your rights have been denied. This claim or grievance may be filed with:

Director of Pupil Personnel Services Title IX Officer
New Paltz Central School District
196 Main Street
New Paltz, New York 12561
(845) 256-4040 or (845) 256-4100

TITLE IX GRIEVANCE PROCEDURE

I. Definitions

- A. Grievance means any alleged violation of Title IX of the Education Amendments of 1972
- B. Grievant means a student or employee of the New Paltz Central School District who submits a grievance relevant to Title IX or an individual or group submitting a grievance on behalf of a student(s) or employee(s).
- C. Title IX Officer means the employee designated by the Board of Education to coordinate the New Paltz Central School District's efforts to comply with and carry out its responsibilities under Title IX and the Title IX implementing regulations.
- D. Respondent means a person or group of persons alleged to be responsible, or who may be responsible for the Title IX violation alleged in a grievance.
- E. Days means school days, except during the summer recess when days shall mean work days.

II. Procedures

A student or employee, or individual or group acting on behalf of and with the consent of a student or employee, may report and alleged violation of Title IX either informally or through the filing of a formal grievance.

A. Informal Grievance

Any student who alleges a violation of Title IX may request an informal meeting between him/herself and the building principal. Any employee may request an informal meeting with the appropriate supervisor. The purpose of such a meeting will be to discuss the allegations and possible resolution. The principal or supervisor will discuss the grievance and possible resolution with the respondent. If the grievant and the respondent agree with the recommendation for resolution, such resolution may be reduced to writing signed by the grievant and respondent and the incident will be deemed closed.

B. Formal Grievance

1. Stage I – Title IX Officer

- a. Within thirty (30) days after the event which brought about the Grievance, the grievant shall file a grievance in writing with the Title IX Officer on a form to be provided by the School District. The Title IX Officer may informally discuss the grievance with the grievant. He/She shall promptly investigate the grievance. All employees and students of the School District shall cooperate with the Title IX Officer in such investigations.
- b. Within five (5) days of filing the grievance, the Title IX Officer shall notify the respondent(s) of the grievance and request that a written response be submitted to the Title IX Officer within five (5) Days after receipt of the notification. Such notification shall include A copy of the written grievance.
- c. Within twenty (20) days of the receipt of the grievance, the Title IX Officer shall make a finding in writing that there has or has not been a violation of Title IX. In the event the Title IX Officer finds that there has been a violation, he/she shall propose a resolution of the grievance.
- d. If the grievant or the respondent is not satisfied with the finding of the Title IX Officer, or with the proposed resolution of the grievance, the grievant or respondent may, with fifteen (15) days after he/she has received the report of the Title IX Officer file a written request for review by the Superintendent of Schools.

2. Stage II – Superintendent of Schools

- a. The Superintendent of Schools may request that the grievant, the Title IX Officer, or any member of the School District staff or student body present a written statement to him/her setting forth any information any information that such person has relative to the grievance and the facts surrounding it.
- b. The Superintendent shall notify all parties involved in this case of the time and place when an informal hearing will be held

where such parties may appear and present oral and written statements supplementing their position in the case. Additional parties may be required to appear for the purpose of giving oral information relevant to the evaluation of the grievance. Such hearing shall be held within (15) days of the receipt of the appeal by the Superintendent.

- c. Within fifteen (15) days of the hearing, the Superintendent shall render his/her determination in writing. Such determination shall include a finding that there has or has not been a violation of Title IX. If a violation is determined to have occurred, a proposal for resolving the grievance must be included in such written determination.
- d. If the grievant or the respondent is not satisfied with the determination of the Superintendent, the grievant or respondent may, within fifteen (15) days after its receipt, file with the Clerk of the Board of Education, a written request for review by the Board.

3. Stage 3 – Board of Education

- a. When a request for review by the Board has been made, the Superintendent shall submit all written statements and other materials concerning the case to the President of the Board.
- b. The Board shall notify all parties concerned of the time and place when an informal hearing will be held. Such hearing will be held within fifteen (15) days for the receipt of the request for review. All parties concerned shall have the right to present further statements and information at such hearing.
- c. Within fifteen (15) days of the hearing, the Board shall render a determination in writing. Such determination shall include a finding that there has or has not been a violation of Title IX. If a violation is determined to have occurred, a proposal for resolving the grievance must be included in such written determination.

4. Investigation in the Absence of a Grievance or Grievant

In the absence of a claimed grievance, upon learning of or having reason to believe any Title IX violation has occurred, the Superintendent may direct that an investigation is commenced by the Title IX Officer and a written report of such investigation be made by the Title IX Officer.

III. Protections

- 1. The New Paltz Central School District shall, to the extent possible, maintain the confidentiality of any information related to the grievance and/or grievance procedures.
- 2. The New Paltz Central School District shall, to the extent possible, protect from harassment, reprisals, and/or retaliation all persons who file a grievance or participate in the grievance proceedings.

The New Paltz Central School District
Summary Code of Conduct
2019-2020

INTRODUCTION

The New Paltz Board of Education hopes that our students will become passionate learners who are empowered to achieve their dreams and act as good citizens of the world.

To achieve that goal, the Board strives to provide safe schools for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex and prohibit denigration of a student's physical size/shape where all members of the school community behave with personal responsibility and mutual respect. The Board recognizes that to maintain such an environment, we must all live within certain boundaries and that inappropriate action by one person can infringe upon the rights of another. When conflicts arise, we are committed to nonviolent resolutions that encourage personal growth, responsibility and that treat each individual with respect and dignity. This Code of Conduct describes the behavior that the Board expects from all members of the school community, identifies consequences if those standards are not met, and establishes procedures to ensure that discipline, when necessary, is prompt, fair and effective.

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

A full copy of the District Wide Code of Conduct may be found on the District website, www.newpaltz.k12.ny.us, in the District Office and in the main offices of each school building.

Definitions

Definitions of terms (e.g., among others "disruptive person", "violent person", "parent", "school property", "school function", and "weapon") are found in **Attachment A** of the full Code.

STUDENT RIGHTS AND RESPONSIBILITIES

Students have a right to:	Students have the responsibility to:
A free education that will prepare them for active citizenship in a democracy.	Attend classes, observe school rules and work for satisfactory achievement.
A safe and secure environment that promotes learning.	Refrain from violence. Notify an adult of the presence of drugs, alcohol, weapons, harassment and other violent acts or threats of violence.
Speak and be heard.	Listen to others.
Take part in any school activity on an equal basis.	Participate and support others in school events.
Be treated with courtesy and respect. Freedom from bullying, harassment and other abuse or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex and prohibit denigration of a student's physical size/shape.	Be courteous and respectful. Speak up about and refrain from bullying, harassment and other abuse or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex and prohibit denigration of a student's physical size/shape.
Academic and emotional support.	Ask for help when it is needed, and offer help to peers when needed

Express themselves through their choices in clothing.	Adhere to the school dress code.
Communicate thoughts and beliefs that do not interfere with the rights of others or school operations.	Show consideration for people whose beliefs differ from their own.
Assemble peacefully.	Get permission from appropriate school personnel before assembling.
Learn strategies that develop cooperation, tolerance, and conflict resolution.	Use cooperative solutions.
Be informed of school policies and rules.	Abide by the Code of Conduct.

EXPECTED BEHAVIOR

All members of the school community should respect the rights and welfare of others, act ethically, and care for school facilities and equipment. The Board expects respectful behavior and civil conduct on all school property, including buses, and at all school functions, whether on or off school property.

The Board will not tolerate:

- Possession or use of weapons or illegal materials.
- Possession, distribution, use, or being under the influence of alcohol or illegal substances (including synthetic drugs).
- Behaviors that infringe on the physical, and/or mental well-being of others, or that disrupt the educational environment.
- Intimidation, harassment or discrimination on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, and prohibit denigration of a student's physical size/shape or for any other reason.
- Academic misconduct (e.g., plagiarism, cheating, copying, altering records, assisting another student in any of these actions).
- Damage to school property, including busses, or the property of others.
- The distribution of materials that are obscene, advocate illegal action or appear libelous.
- Entering or remaining on school property without authorization.
- Violation of any federal, state or local law, or Board policy.

Attachment B describes the specific expectations for staff, parents and visitors.

Attachment C describes the specific expectations for students.

Attachment D describes consequences for infractions of the Code.

DIGNITY FOR ALL STUDENTS ACT

The Board of Education recognizes that a learning environment that is safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying, taunting, hazing and intimidation. The District will strive to create an environment free of discrimination and harassment and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with the District's educational mission.

The District condemns and prohibits all forms of discrimination and harassment of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex and prohibit denigration of a student's physical size/shape by school employees or students on school property or at school-sponsored events and activities that take place on or off of school property. In addition, any act of discrimination or harassment outside of school-sponsored events, including cyberbullying, which can reasonably be expected to materially and substantially disrupt the educational process where it is foreseeable that the conduct might reach school property, may be subject to discipline. **Attachment E- DASA Policy**

DRESS CODE

All students and staff should show healthy and respectful attention to their personal cleanliness and clothing. Adults should model and reinforce acceptable dress for students. **Attachment F** lists the specific dress code rules.

REPORTING CODE VIOLATIONS

Each individual in the school community has the responsibility to report code violations that he or she witnesses. Violations involving weapons, alcohol or illegal substances (including synthetic drugs such as synthetic cannabinoids) must be reported immediately. Students should report violations to the building principal or a guidance counselor, social worker, teacher or any adult they trust. Adults should report violations in accordance with District Policy 7310 when code violations break not only school policy but the law, the school principal or designee must promptly notify the appropriate law enforcement agency.

DISCIPLINE

The Board believes that the best discipline is self-imposed. Adults should model self-discipline and help students accept responsibility for their actions.

Disciplinary action should be used only when necessary and in accordance with applicable contracts, laws, regulations and policies. Such actions should not just punish, but should encourage personal growth and individual responsibility. Staff members authorized to impose discipline should act in a prompt, fair and problem-solving manner.

School personnel administering student discipline should consider:

- The student's age, learning style, and prior disciplinary record.
- The nature and circumstances of the offense.
- The effectiveness of any prior discipline.
- Information from parents, teachers or others, as appropriate.
- Other extenuating circumstances.

Consequences. For students, these can range from an oral warning to permanent school suspension. Disciplinary action against staff will conform to law and applicable contracts. Visitors will be asked to leave the building. **Attachment D** more fully describes the possible consequences.

Procedures. All disciplinary action should adhere to District contracts, regulations and policies. Students accused of misconduct should be told by authorized personnel of the nature of the accusation. If necessary, authorized school staff should investigate the facts surrounding the alleged misconduct. Students will have an opportunity to tell their version of the events. Depending on the nature of the penalty, students may be entitled to additional rights before a penalty is imposed. **Attachment G** more fully describes disciplinary procedures.

Minimum suspensions. A student who brings a weapon to school (including but not limited to a weapon under the Gun Free Schools Act) will be suspended for at least one calendar year, unless the Superintendent modifies the penalty based upon the student's age, prior disciplinary record, the belief that other forms of discipline may be more effective, other relevant information from parent(s), teacher(s) or others, or other extenuating circumstances. A student who commits any other violent act or who repeatedly and substantially disrupts the educational process will be suspended for at least five days, unless the Superintendent modifies the penalty, based upon the factors listed above. **Attachment H** more fully describes minimum suspensions.

Alternative instruction for disciplined students. The district will provide immediate, alternative instruction to all students removed from classes by teachers or suspended from school.

Referrals. Students may be referred for counseling, a Person in Need of Supervision (PINS) petition through Family Court, or juvenile delinquency proceedings. **Attachment I** describes when students may be referred to such counseling or proceedings.

Disciplining students with disabilities. Students with known or suspected disabilities who are determined to have committed an act of misconduct may be referred to the District's Committee on Special Education (CSE). A student will not be punished if

the CSE determines that the conduct stems from the student's disability. But when the CSE determines that discipline is allowed, it will conform to the federal and state laws and regulations governing the discipline of students with disabilities. Such students will not receive harsher punishments than students who are not disabled. **Attachment J** describes the specific policies for disciplining students with disabilities.

Use of physical force. Corporal, or physical punishment, is strictly forbidden. However, reasonable physical force may be used to:

- Protect yourself or others from physical injury.
- Protect another student, teacher or any other person from physical injury.
- Protect the property of the school or of others.
- Restrain or remove a disruptive or violent student who refuses to refrain from disruptive or violent acts where methods not involving the use of physical force cannot be reasonably employed to achieve the aforementioned purposes.

The district will file reports on incidents of the use of physical force with the Commissioner of Education in accordance with Commissioner's Regulations. The Building Principal or designee is responsible for enforcing these rules, as described in **Attachment K**.

STUDENT SEARCHES AND INTERROGATIONS

Searches. The Superintendent, building principals and assistant principals, may search students and their possessions for illegal matter, matter that threatens the health, safety, welfare or morals of fellow students or matter that violates this code, if there is reasonable individualized suspicion to believe a student is violating a law or this code of conduct. If a search is warranted, it must be reasonable in scope.

School computers, desks, lockers and storage spaces are school property and may be opened and inspected by school officials from time to time without prior notice or student consent, but mindful of the student's rights and the nature of the school as an educational institution.

Questioning. School officials may question students about possible violations of school rules. The student's parents may be contacted, however, there is no right for a student's parent to be contacted while school officials are investigating violations of school rules.

The police may enter the schools if a crime has been committed on school property, they have an arrest or search warrant, or if they have been invited by school officials. Prior to questioning students, police must give students their "Miranda rights" and school administrators or police must diligently try to notify the student's parents and give them the opportunity to be present.

Child Protective Services (CPS) may interview students on school property without notification to the parents regarding allegations of suspected child abuse, maltreatment or neglect (including educational neglect).

Attachment L more fully describes the rules governing student searches and questioning.

SCHOOL VISITORS

The Board encourages parents and other community members to visit our schools to observe the work of students, teachers and other staff. But all visitors must first report to the office and obtain authorization for being on school premises. The building principal or his or her designee is responsible for all persons in the building and on the grounds. **Attachment M** more fully describes the policy governing school visitors.

PUBLIC CONDUCT ON SCHOOL PROPERTY

The district is committed to providing an orderly, respectful and safe environment that is conducive to learning. All persons on school property or attending a school function, whether on or off of school property, shall conduct themselves in a respectful and orderly manner.

No person, either alone or with others, while on school property or attending a school function, shall:

- Intentionally injure or threaten to injure any person.
- Intentionally damage or destroy school property or the property of others, or remove or use such property without authorization.
- Disrupt the orderly conduct of classes, school programs and activities.
- Distribute or wear materials that are obscene, advocate illegal action, appear libelous, obstruct the rights of others or are disruptive to the school program.
- Intimidate, harass or discriminate against any person on the basis of, for example, actual or perceived race, color, creed, weight, national origin, ethnic group, religion, religious practice, age, gender, sexual orientation or disability, prohibit denigration of a student's physical size/shape **or any other discriminatory reason.**
- Harass, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements (verbal, by electronic or other means), an identifiable individual or group which is intended to be, or which a reasonable person would perceive as ridiculing or demeaning.
- Intimidate, which includes engaging in actions or statements that put an individual in fear of bodily harm, including threats.
- Enter any school property without authorization or remain in any school premises after it is closed.
- Obstruct the free movement of any person.
- Violate traffic laws, parking regulations or other vehicle restrictions.
- Possess, consume, solicit a sale, sell, buy, distribute or exchange alcoholic beverages, any form of tobacco including but not limited to, cigarettes, smokeless tobacco, e-cigarettes and electronic smoking devices, or controlled substances (including but not limited to synthetic drugs such as synthetic cannabinoids), or be under the influence of the above.
- Possess, display or use weapons (unless specifically authorized by the district).
- Loiter, gamble, litter or spit.
- Refuse to comply with reasonable directives of school officials while they are performing their duty.
- Willfully incite others to commit any acts prohibited by the Code of Conduct.
- Violate any federal or state law, local ordinance or Board policy.

DISSEMINATION AND REVIEW OF CODE

The school district will educate the community about this Code of Conduct by:

- Providing a summary of the code to all students and parents at the beginning of each school year, including a form encouraging comments on how to improve or change the code.
- Providing the code to all students and parents at the beginning of each school year.
- Providing a summary of the Code of Conduct written in a plain-language age-appropriate manner to students at a school- or grade-level assembly or within the classroom held at the beginning of the school year.
- Providing copies of the code, including any amendments, to all school personnel as soon as practical after adoption.
- Providing new employees with a copy of the code when they are hired.
- Providing copies of the code to any student, parent or community member who asks for one.

Copies of the complete code are available on the District website. **Attachment N** more fully describes the district's plan for educating the community about the Code of Conduct

Dear Students and Parents/Guardians:

New York State enacted Project SAVE (Safe Schools against Violence in Education Act) in 2000, to improve school safety and promote an environment of learning in our schools. To accomplish this end, all school districts must have a Code of Conduct. The purpose of our District Code of Conduct is to set expectations for behavior and to maintain order in our school community. These expectations are based on principles of good citizenship, mutual respect, tolerance and integrity.

The New Paltz District Code was developed by a District Wide Health Advisory Committee, including students, parents, community members, teachers and administrators. We have included feedback from public forums and surveys from students, parents and teachers, administrators and the Board of Education.

We encourage ongoing feedback from all areas of our school community and hope that you will use the tear off sheet below to include your comments and suggestions. Please include your name and telephone number for further contact, if needed, and return to:

New Paltz Central School District
Health Advisory Committee
196 Main St
New Paltz, NY 12561

This Code of Conduct Summary as well as the Full District Code Document is available at each school, the district office and on the district website.

Name _____ Phone number _____



Lenape Elementary School

Code of Conduct/Student Handbook Acknowledgement

To: Students and Parents / Guardians

From: Lenape Elementary School

Date: September 2019

If you receive your communications by paper, please sign and return this acknowledgement AND the Emergency Information sheet to your homeroom teacher by Friday, September 13th.

If you receive your communications electronically, please sign electronically and submit.

I have received and reviewed the information contained in the Lenape Student Handbook.

Student: _____

Student Signature: _____

Parent: _____

Parent Signature: _____

Date: _____

Homeroom: _____