# BLIND BROOK MIDDLE SCHOOL
# STUDENT AND FAMILY GUIDEBOOK

2016-2017

# BLIND BROOK MIDDLE SCHOOL
# STUDENT AND FAMILY GUIDEBOOK

## TABLE OF CONTENTS


| | PAGE |
|---|---|
| **DISTRICT MISSION STATEMENT** | **4-5** |
| Blind Brook Belief Statements | 4 |
| Middle School Philosophy | 5 |
| | |
| **THE BOARD OF EDUCATION** | **6-7** |
| Board of Education Members | 6 |
| Board Meetings | 6 |
| Board Meeting Schedule | 7 |
| | |
| **ADMINISTRATIVE/SUPERVISORY RESPONSIBILITIES AND PERSONNEL** | **8-10** |
| Principal | 8 |
| Assistant Principal | 8 |
| School Counselors | 8 |
| School Psychologist | 8 |
| Social Worker | 8 |
| Director of Pupil Services | 8 |
| Director of Physical Education, Health and Interscholastic Athletics | 8 |
| School Nurse | 8 |
| Student Assistance Services | 9 |
| Department Coordinators | 9 |
| Faculty and Staff Members | 9-10 |
| | |
| **BASIC INFORMATION** | **11-16** |
| District Calendar | 11 |
| Policy on Religious Observance | 12 |
| School Hours & Daily Schedules | 12-13 |
| Opportunities for Students to Work with Teachers | |
| 13 | |
| Reporting Student Absences | 14 |
| Health Office Procedures | 14 |
| Sports Physicals | 14 |
| Use of Medication | 14 |
| Procedure When a Student is Ill during School Hours | 14 |
| Accidents | |
| 14 | |
| Emergency School Closings | 14-15 |
| Evacuation and Lockdown Drills | 15 |
| Messages to Students | 15 |
| Copy Machine | 15 |
| Lost and Found | 15 |
| Use of School Elevator | 15 |
| Bicycle Rack | 15 |
| Eligibility Requirements for Transportation | 16 |
| School Bus Scheduling and Routing | 16 |
| | |
| **BUILDING PROCEDURES** | **16-17** |

Food and Drink 16
Off Campus Privileges 17
Prohibited and Electronic Devices 17
Cell Phones 17
iPods 17
Cameras/Recording Devices 17
Hats 17
Party Souvenir Clothing 17
Backpacks and Tote Bags 17
Care of Textbooks and Uniforms 17

**ACADEMIC POLICIES 18-21**
Retention/Summer School Policy 18
Homework Policy 18-19
Middle School Math Placement Policy 19
Academic Intervention Services (AIS) 19
ESL/ELL 20
Reporting Student Progress 20
Report Cards 20
Progress Reports 20
Standardized Testing 20
Homebound Instruction 21

**OTHER EDUCATIONAL PROGRAMS 21-22**
Peer Tutoring Program 21
School Meetings/Assemblies 21
Instructional Media Center (IMC)/Library 21
Writing Center 22

**CO-CURRICULAR PROGRAM 22-23**
Interscholastic Athletics 22-23
Clubs 23
Activity Period 23
Student Government 23
Student Fundraising Activities 23

**SPECIAL EDUCATION 24-25**
Child Find 25

**OPPORTUNITIES FOR PARENTAL INVOLVEMENT 26**
Parent Teacher Association (PTA) 26
Middle School Parent Conversations 26
Athletic Advisory Committee 26
Committee on Special Education 26
Shared Decision Making Team 26
Open House 26
Parent Orientation 26

**BLIND BROOK ELEMENTARY, MIDDLE & HIGH SCHOOL COMPREHENSIVE ATTENDANCE POLICY 26-29**
Definition 27
Classifying Absences 27
Reporting School Absences 27

Coding System
28
Intervention Strategies 28
Late Policy 28
Class Cutting Policy 28
Attendance Policy for Resource Room 28
Eligibility for Participation in Extracurricular Activities 29
Student Participation in Off Campus Learning Activities 29

**BLIND BROOK-RYE UFSD CODE OF CONDUCT 29**

# DISTRICT MISSION STATEMENT

The Blind Brook-Rye Schools are the cornerstone of our community. Our mission is to prepare our students to be active, lifelong learners who have the skills and confidence necessary to achieve their highest potential. We encourage our students to be curious, compassionate and strong in their ability to face challenges. We are committed to preparing our students to be reflective, adaptable citizens with an open world view. We aspire to instill integrity as a core value and to influence our students to be ethical and responsible members of society.

## Blind Brook Belief Statements

1. We value the development of caring, respectful and ethical individuals and are committed to cultivating in our students an integrity that will inform their conduct in all aspects of their lives.

2. We believe that open and respectful communication between students, district employees, parents and the community will contribute to a more dynamic and effective school environment.

3. We strive to develop creative, adaptable and skillful individuals who think critically, solve problems and take leadership roles in society.

4. We believe that a physically and emotionally safe and healthy environment is essential for the growth and development of our students and employees.

5. We embrace the varied learning styles and capabilities of our students and are committed to providing diverse opportunities for them to demonstrate their gifts and maximize their potential.

6. We are committed to recruiting, developing and retaining high quality individuals to work with our students and families.

7. We believe interdisciplinary learning best promotes intellectual development, personal growth and effective communication.

8. We believe that appreciating differences fosters a common respect for each others' humanity.

9. We are committed to providing students opportunities to pursue their passions through a wide range of academic and extra & co-curricular activities.

10. We believe that access to information and proficiency in technology are essential components to teaching and learning.

Adopted by the Board of Education, 12/07

## Middle School Philosophy

Early adolescence is a critical period when students make a transition from the protective environment of the elementary school to the more demanding high school setting which requires individual responsibility, emotional maturity and independent decision-making. Because the Blind Brook Middle School values the development of the whole child, the school must emphasize the balance between academic and social/emotional growth and provide opportunities for exploration and development in both. The environment will help all students develop a self-image of competence and strength, enable them to succeed in high school and beyond, and lead them to realize the importance of lifelong learning and growth.

We believe:

1. In a challenging, academically and culturally rich standards-based educational program.

2. In an environment that fosters ethical, respectful and responsible behavior in all of the members of the school community.

3. In a nurturing environment in which all students are encouraged to take risks in a safe and supportive educational structure.

4. In a community that promotes appreciation of diversity and enables all students to reach their highest potential.

5. In an environment that promotes the intellectual and personal transition from childhood to young adulthood and provides rich and varied curricular and extracurricular activities to move students from dependence to independence.

6. In a supportive climate which fosters professional and personal growth and collegial responsibility.

# THE BOARD OF EDUCATION

MEMBERS FOR 2016-17

Mr. Jeffrey Diamond, President
email: jdiamond@blindbrook.org
Term of Office: July 1, 2014 – June 30, 2017

Mr. Ryan Goldstein, Vice President
email: rgoldstein@blindbrook.org
Term of Office: July 1, 2016 – June 30, 2019

Ms. Wendy Adler
email: wadler@blindbrook.org
Term of Office: July 1, 2014 – June 30, 2017

Mr. Daniel Savitt
email: dsavitt@blindbrook.org
Term of Office: July 1, 2015 – June 30, 2018

Ms. Ashley Welde
Email: awelde@blindbrook.org
Term of Office: July 1, 2015 – June 30, 2018

## Board Meetings

Board Workshop Sessions - The purpose of Board Workshops is to review with the Superintendent, on a regular basis, policy making matters that relate to the District's educational services, finance administration, facilities supervision, and personnel/legal administration. Resolutions and related decisions for the Board's public meeting the following Monday are reviewed and discussed in detail. All Board Workshops are open to the public. Public participation on agenda items is strongly encouraged for all workshop sessions. Only personnel matters and issues related to contracts, negotiations, tax certiorari and those items specifically designated by law will be reserved for executive session and the public will not participate.

Public Board Meetings - Public Board Meetings will include citizens' comments, resolutions and items for discussion in the areas of Educational Services, Finance Administration, Personnel Administration and, where appropriate, an Attorney's Report. A brief educational presentation, highlighting one of the several components of the district's educational program, will be provided on a regular basis.

Meetings will be scheduled for 7:30 p.m. the third Monday of each month, unless otherwise noted.

# 2016-17 Board Meetings

**ALL MEETINGS HELD AT BLIND BROOK MIDDLE/HIGH SCHOOL IN THE LIBRARY AND WILL BEGIN AT 7:30 P.M.UNLESS OTHERWISE NOTED BOARD MEETING SCHEDULE 2016-2017**

| DAY | MEETING |
|---|---|
| Wednesday, July 6 | Reorganization meeting / Regular Meeting - 7:00 P.M. |
| Wednesday, July 13 | Board Retreat |
| Wednesday, August 10 | Regular Meeting - 7:00 P.M. |
| Monday, August 29 | Board Workshop - 7:00 P.M. |
| Monday, September 12 | Board Workshop |
| Monday, September 19 | Regular Meeting |
| Monday, October 17 | Board Workshop |
| Monday, November 7 | Regular Meeting |
| Monday, November 21 | Board Workshop |
| Monday, December 12 | Regular Meeting |
| Monday, January 9 | Board Workshop |
| Monday, January 23 | Regular Meeting |
| Monday, February 13 | Board Workshop: Superintendent's Proposed Budget BBHS Auditorium |
| Saturday, March 4 | Board Workshop/Community Budget Discussion |
| Monday, March 6 | Community Budget Discussion |
| Monday, March 20 | Regular Meeting |
| Monday, April 3 | Board Workshop |
| Tuesday, April 18 | Regular Meeting & BOCES Vote - 2017-2018 Budget Adoption |
| Tuesday, May 2 | Candidate's Night |
| Monday, May 8 | Budget Hearing |
| Monday, May 15 | Regular Meeting |
| Tuesday, May 16 | Annual Election & Budget Vote |
| Monday, June 5 | Regular Meeting |
| Monday, June 12 | Regular Meeting/Celebration of Teaching |

## ADMINISTRATIVE/SUPERVISORY RESPONSIBILITIES AND PERSONNEL

### Principal

The Principal, Mr. Todd A. Richard, is responsible for all aspects of the middle school operation, including curriculum, personnel, and student and parent affairs. The MS Assistant Principal, Mrs. Fredericka Butler will provide additional supervision in the building and assist the Principal with administrative responsibilities.

### School Counselors

The middle school counselors are responsible for all aspects of the guidance program in grades 6-8. The counselor's' function is to assist students with academic and personal concerns. It is their goal to help students realize their academic potential and make informed decisions regarding their studies. Another goal is to help students explore options available to resolve personal and social issues. Students are encouraged to visit the Guidance Office to make individual counseling appointments. Parents may make appointments to discuss any concerns they may have by calling the counselor's office at x3210 (Mrs. Arzt - grade 6 ) or x 3132 (Ms. Sosnow - grades 7 and 8 ).

WORKING PAPERS: Working papers may be secured through the BBHS Guidance Office. See the high school guidance secretary, Grace Carroll, for the proper information and forms (x3130).

### School Psychologist

Ms. Carrie Merlo, the School Psychologist, works closely with the school counselors to assist students with their academic and personal needs, and is responsible for all individual psychological testing. The School Psychologist also provides confidential counseling for students experiencing personal problems and interpersonal difficulties at school or elsewhere. Ms. Merlo has expertise in memory and learning issues, child development, social skills, developmental disabilities, and childhood disorders, including those that impact mood and behavior. Ms. Merlo is available to provide individual or group counseling, to refer students to outside agencies or to provide parent consultations. She can be reached at ext. 3155.

### School Social Worker

Ms. Rachel Mileo, the School Social Worker, works closely with the school counselors to assist students with their academic and personal needs. The School Social Worker also provides confidential counseling for students experiencing personal problems, such as drug and alcohol issues or interpersonal difficulties at school or elsewhere. Ms. Mileo is available to provide individual or group counseling, to refer students to outside agencies or to provide parent consultations. She can be reached at ext. 3211.

### Director of Pupil Services

Mr. Harry Burg, the Director of Pupil Services, can be reached at ext. 3033. The Assistant Director of Pupil Services is Ilana Sitcoff. She can be reached at ext. 3097.

### Director of Physical Education, Health and Interscholastic Athletics

Mr. Douglas Goldman is responsible for all aspects of the district's Physical Education, Health Education and Interscholastic Athletics programs including developing and evaluating the department's academic program and budget, program management, hiring and evaluation of coaches, team scheduling, and student selection and discipline. He can be reached at ext. 3118.

### School Nurse

The school nurse, Nancy Garretto, is responsible for all matters relating to individual student health issues, including verifying medical excuses, monitoring individual student health matters, emergency intervention, and special programs related to student health. She can be reached at ext. 3139.

## Student Assistance Services

Monique Tricarico, Youth Prevention Specialist, meets with 7th and 8th grade students for education and prevention activities to correct erroneous perceptions about substance use and to teach students skills to identify and resist social and situational pressures to use substances. Parent meetings corresponding to our prevention program will also be offered. Mrs. Tricarico will be available to see students who are using substances, gambling or have peer, school or family issues that could increase their risk of using substances including involvement in bullying situations. She can be reached at ext. 3144. All calls will be kept confidential.

## Department Coordinators

Department Coordinators assume the instructional and curricular leadership of the department. They are also responsible for the routine management of the school's academic departments, for assisting in developing the academic schedule, and for the development and evaluation of each department's academic program and budget.

**English** - J. Ambrosio, x 3412

**Social Studies** - M. Greenwald, x 3253

**Math** - M. McCarvill, x 3165

**Science** - T. Glickman, x 3192

**Special Education** - P. Weistrop, x3222

**World Languages** - Christina Sabatella, x 3158
Madeline Salvatore, x 3163

## Faculty and Staff Members

**English**
Richard Donoghue
Lisa Fellin
Toni Messina
Abby Schwittek
Sandra Stevens
Cher Treacy

**Social Studies**
Ellen Boutis
Jonathan Dakers
Mark Greenwald
Michael Lombardi

**Mathematics Department**
Elizabeth Connolly
Alessandra Tamburro
James Tamucci

**World Languages**
Matthew Castelli
Joanna Hellman
Janet Marcoccia
Danielle Palmiotto

**Science**
Molly Harrington
Seth Horowitz
Cathy Schaefer
Samantha Sofer

**Phys. Ed./Health**
Matthew Beatty
Christina Collins
Nazareth Flory
Christine Keegan

**Unified Arts**
Steven Giglio (Technology)
Kaitlin Lazere (General Music)
Jane Romm (FACS)
Terry Saglibene (Art)
Andre Soto (Computer Education)
Donald Whitman (Instrumental Music)

**School Psychologist**
Carrie Merlo

**School Social Worker**
Rachel Mileo

**Special Education**
Jaci Barrett
Jennifer Castelli
Melissa Daly
Nancy Knabl
Brian Lazere
Penny Weistrop

**Library Media Specialist**
Jean Follansbee

**6TH Grade**
Jon Dakers, Social Studies
Geri Fisher, Math
Molly Harrington, Science
Sanchita Krishna, Science
Michael Lombardi, SS
Toni Messina, ELA
Tom Pesce, ELA & Math
Sandra Stevens, ELA

**School Counselors**
Amanda Arzt (Gr.6)
Elise Sosnow (Gr.7/8)

**School Related Staff**
Lori Paisley (Secretary to Principal)
Nancy Garretto (Nurse)
Luis Rodriguez (Head Custodian)
Deirdre Smithies (Attendance)
Don Ahrenberg (Security Officer)
Dave Centofanti (Security Officer)
Gary Liebstein (Security Officer)
William Santoro (Security Officer)
Joe Funigiello (Security Officer)
Marnita Brown (Library Clerk)

Full time and Part Time Teacher Aides and Assistants

# BASIC INFORMATION

**BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT**

## CALENDAR FOR STUDENT ATTENDANCE 2016-2017

| Aug | September | | | | October | | | | | November | | | | | December | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| 29 | 30 | 31 | 1 | 2 | | | | | | | 1 | 2 | 3 | 4 | | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 | 3 | 4 | 5 | 6 | 7 | 7 | 8 | 9 | 10 | 11 | 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 | 10 | 11 | 12 | 13 | 14 | 14 | 15 | 16 | 17 | 18 | 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 | 17 | 18 | 19 | 20 | 21 | 21 | 22 | 23 | 24 | 25 | 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 | 24 | 25 | 26 | 27 | 28 | 28 | 29 | 30 | | | 26 | 27 | 28 | 29 | 30 |
| | | | | | 31 | | | | | | | | | | | | | | |

| January | | | | | February | | | | | March | | | | | April | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| 2 | 3 | 4 | 5 | 6 | | | 1 | 2 | 3 | | | 1 | 2 | 3 | 3 | 4 | 5 | 6 | 7 |
| 9 | 10 | 11 | 12 | 13 | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 | 10 | 11 | 12 | 13 | 14 |
| 16 | 17 | 18 | 19 | 20 | 13 | 14 | 15 | 16 | 17 | 13 | 14 | 15 | 16 | 17 | 17 | 18 | 19 | 20 | 21 |
| 23 | 24 | 25 | 26 | 27 | 20 | 21 | 22 | 23 | 24 | 20 | 21 | 22 | 23 | 24 | 24 | 25 | 26 | 27 | 28 |
| 30 | 31 | | | | 27 | 28 | | | | 27 | 28 | 29 | 30 | 31 | | | | | |

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

**UNUSED SNOW DAY**

***If 3 days remain no school on May 25, May 26, May 30,2017***
***If 2 days remain no school on May 26, May 30, 2017***
***If 1 day remains no school on May 26, 2017***

***NOTE:*** *Snow days are included in the total of days of Attendance (Teacher & Student).*

*Should additional make up days be needed for snow days, April 12, 13, and 11, 2017 will be used respectively in that order.*

**2016-2017**
**Days of Attendance**

| Month | Teacher | Student |
|---|---|---|
| August | +1 | 0 |
| September | 21 | 21 |
| October | 17 | 17 |
| November | 18+1 | 18 |
| December | 17 | 17 |
| January | 20 | 20 |
| February | 15 | 15 |
| March | 22+1 | 22 |
| April | 15 | 15 |
| May | 22 | 22 |
| June | 17 | 17 |
| | *184+3* | *184* |

**2016-2017**

| | |
|---|---|
| *August 29-30* | *New Teacher University* |
| *August 31* | *Superintendent's Conference Day # 1* |
| September 1 | Schools Open |
| September 5 | Labor Day |
| October 3-4 | Rosh Hashanah |
| October 10 | Columbus Day |
| October 12 | Yom Kippur |
| *November 8* | *Superintendent's Conference Day # 2* |
| November 11 | Veteran's Day |
| *November 23* | *Early Dismissal: MS/HS - 12:50PM* |
| | *RSS - 1:30PM* |
| November 24-25 | Thanksgiving Recess |
| December 26-30 | Christmas/New Year's Recess |
| January 2 (Obs.) | New Year's Recess |
| January 3 | Schools Open |
| January 16 | Martin Luther King Day |
| February 20-24 | Winter Recess |
| February 27 | Schools Open |
| *March 17* | *Superintendent's Conference Day # 3* |
| April 10-14 | Holiday Recess |
| May 29 | Memorial Day |
| June 14-22 | Regents Exams |
| June 23 | Last Day of School |

## Policy on Religious Observance

The Board of Education recognizes that school will occasionally be in session on days during which students and their families must be absent to practice their religious beliefs. Accordingly, the Board of Education directs the faculty and staff to make every effort to facilitate the exercise of students' religious beliefs without placing them in a compromising position relative to school-based academic and other expectations.

When a student and/or his/her family notifies the school that a student will be absent for religious reasons, the school will make accommodations in testing and test review procedures on a case by case basis. These accommodations may include rescheduling a specific test for an individual student, providing notes or tape recordings of review sessions, providing make-up review sessions, and the like.

## School Hours and Daily Schedule

The regular school day at Blind Brook Middle School is from 7:50am until 2:40pm. It consists of nine 40-minute instructional periods including a lunch period. An Activity Period is scheduled every day from 2:20 to 2:40pm.

Our interscholastic athletic program begins at 3:15pm and our detention is held before school at 7:10am.

### Bell Schedule

| | |
|---|---|
| First Bell | 7:45 |
| Homeroom | 7:50 - 7:53 |
| 1st Period | 7:53 - 8:33 |
| 2nd Period | 8:36 - 9:16 |
| 3rd Period | 9:19 - 9:59 |
| 4th Period | 10:02 -10:42 |
| 5th Period | 10:45 - 11:25 |
| 6th Period | 11:28 - 12:08 |
| 7th Period | 12:11 - 12:51 |
| 8th Period | 12:54 - 1:34 |
| 9th Period | 1:37 - 2:17 |
| Activity Period | 2:20 - 2:40 |

### 1-Hour Delay Schedule

| | |
|---|---|
| First Bell | 8:45 |
| Homeroom | 8:50 - 8:52 |
| 1st Period | 8:52 - 9:28 |
| 2nd Period | 9:31 - 10:07 |
| 3rd Period | 10:10 - 10:46 |
| 4th Period | 10:49 - 11:25 |
| 5th Period | 11:28 - 12:04 |
| 6th Period | 12:07 - 12:43 |
| 7th Period | 12:46 - 1:22 |
| 8th Period | 1:25 - 2:01 |
| 9th Period | 2:04 - 2:40 |
| Activity Period | No activity period |

## 2-Hour Delay Schedule

| | |
|---|---|
| First Bell | 9:45 |
| Homeroom | 9:50 - 9:56 |
| 1st Period | 9:56 - 10:25 |
| 2nd Period | 10:28 - 10:57 |
| 3rd Period | 11:00 - 11:29 |
| 5th Period | 11:32 - 12:01 |
| 6th Period | 12:04 - 12:33 |
| 7th Period | 12:36 - 1:05 |
| 8th Period | 1:08 - 1:37 |
| 9th Period | 1:40 - 2:09 |
| 4th Period | 2:11 - 2:40 |
| Activity Period | No activity period |

## 3-Hour Delay Schedule

| | |
|---|---|
| First Bell | 10:45 |
| Homeroom | 10:50 - 10:52 |
| 1st Period | 10:52 - 11:14 |
| 2nd Period | 11:17 - 11:39 |
| 5th Period | 11:42 - 12:06 |
| 6th Period | 12:09 - 12:33 |
| 7th Period | 12:36 - 1:00 |
| 8th Period | 1:03 - 1:25 |
| 9th Period | 1:28 - 1:50 |
| 3rd Period | 1:53 - 2:15 |
| 4th Period | 2:18 - 2:40 |
| Activity Period | No activity period |

## Opportunities for Students to Work with Teachers

**Going to teachers for support, extra help, to make up work and other reasons is essential to academic success in middle school.** Middle school students have two opportunities every day to work with their own teachers. These are:

**"Triple A":** Triple A means Teachers Available for Academic Assistance. This help is available to students during lunch periods. Students must get passes from teachers prior to lunch in order to sign out of the cafeteria. Typically, students eat lunch for 20 minutes and go to teachers for the remaining 20 minutes of the 40-minute lunch period. This is a quiet and focused time for students to receive support and assistance from academic teachers.

**Activity Period**: 6th, 7th and 8th graders have assigned classroom locations for this time of day which is from 2:20-2:40 pm. However, they may access other academic teachers for help if needed once attendance is taken.

Please note: **If students are instructed by a teacher to report at a certain time for academic assistance and they ignore the instruction, a disciplinary referral can be written. Many students choose to go to teachers during these times of day. However, if a student is specifically told to report for a certain reason, he or she must show up as instructed by the teacher.**

## Reporting Student Absences

Parents/Guardians are required to call the Attendance Office at ext. 3145 by **10:00 am** if their child is absent from school. Students who enter school after the first bell (with a note from their parent) must sign in at the Security Desk where they will be given a pass to class. Students without a note must sign in with Security and report to the middle school main office for a pass to class.

## Health Office Procedures

The nurse's office is located on the first floor across from the high school main office. The nurse is on duty between the hours of 7:50am and 3:00pm to assist students with health related issues.

Health Problems: Parents of students with health problems should inform the school nurse at the beginning of the school term or when such problems arise. Special problems include vision, hearing, diabetes, epilepsy, rheumatic fever, recent surgery, medication or anything that might impact students' activities at school.

## Sports Physicals

New York State law requires that each student participating in an interscholastic activity must have a physical which must be conducted by one of the school's doctors. Physicals are done during the school day or students may make appointments with the school's doctors at other times by calling: Dr. Linda Silberstein (937-3434) or Dr. Jonathan Herbst (937-3999). Students who see either doctor at any time other than scheduled school appointments are responsible for payment directly to the School Physician at the time of exam.

## Use of Medication

New York State law prescribes specific guidelines for the legitimate use of medication by students in school. Our procedures for the administration of internal medication to students during school hours are as follows:

1. The school nurse must have on file a written request from the family physician indicating the frequency and dosage of a prescribed medication and a written request from the parent to administer the medication as specified by the family physician.

2. The labeled medication should be delivered directly to the school nurse by the parent.

In the event of illness or accident, school personnel will give emergency care only. Parents are responsible for any additional care needed.

## Procedure When a Student is Ill during School Hours

When a student is ill during the school day, he/she must obtain permission from the teacher to go to the Health Office.. No student may leave school grounds for illness unless excused by the nurse. Students may refer themselves to the nurse between classes.

## Accidents

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the person in charge, to the school nurse, and to the administration.

## Emergency Regulations Related to Child Abuse Hotline

Effective January 17, 2017, Section 409-l of the Education Law, was adopted and requires that all public school districts post the toll-free telephone number (1-800-342-3720) of the Office of Children and Family Services (OCFS) to receive reports of child abuse or neglect, along with directions for accessing the OCFS website at in English and in Spanish.

Additionally, on January 25, 2017, the Commissioner added new emergency Regulations in compliance with Section 409-l which require that Districts:

(1) Post such information on the district and/or school's web-site(s), if such a website exists; and
(2) Post such information in highly-visible areas of school buildings; and
(3) Make such information available at the district and school building-level administrative offices, where applicable; and
(4) Providing such information to parents and persons in parental relation at least once per school year in a manner as determined by the school, including, but not limited to, through electronic communication and/or sending such information home with students; and
(5) Provide each teacher and administrator in the school with such information.

## Emergency School Closings

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

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

The Superintendent of Schools may close the schools or dismiss students/staff early when hazardous weather or other emergencies threaten health or safety. Parents are requested to avoid calling schools on days of poor weather, as it is important to keep school phone lines open. School closing and delayed starting times will be announced over local radio stations. The following radio stations will carry information regarding emergency closings:

WFAS - AM 1230kh WGCH - AM 1490kh WHUD - FM 100.7mh

In addition, an email blast will be sent by the District whenever possible.

## Evacuation and Lockdown Drills

The Principal and Assistant Principal are responsible for conducting evacuation and lockdown drills in order to instruct students and staff in exiting the school building during an emergency in the shortest time possible and without confusion and panic. Evacuation and lockdown drills will include instruction on exits and alarm boxes, as well as drill procedures. Schools are required to conduct eight evacuation drills and four lockdown drills every year. Most are unannounced in order to provide meaningful practice.

All students are expected to cooperate with staff members during evacuation drills, and to leave the buildings in a quiet and orderly manner. The exit route is posted in each room. Students must stay with their teacher. Distracting behavior will be subject to either teacher or administrative disciplinary action, according to the Discipline Code.

## Messages to Students

We ask that parents minimize the number of messages they leave for students. Of course, if there is an urgent need to relay a message to a student, parents may call the Middle School office at ext. 3119.

**PARENTS SHOULD NOT TEXT OR CALL STUDENTS ON CELL PHONES DURING THE SCHOOL DAY. STUDENT PHONES ARE TURNED OFF AND IN THEIR LOCKERS DURING THE SCHOOL DAY.**

## Copy Machine

A copy machine is located in the library for student use. Students are NOT permitted access to office copy machines.

## Lost and Found

Lost and Found is located in the main office and in front of the middle school cafeteria. Please inquire at the main office when personal belongings are lost.

## Use of School Elevator

The school elevator is only available to students and teachers by prior arrangement and for special circumstances.

## Bicycle Rack

There is a bicycle rack on the front lawn in front of the outside auditorium entrance for students who wish to ride their bikes to school. Students are expected to provide and use their own locks to secure their bicycles.

## Eligibility Requirements for Transportation

Transportation will be provided for all resident children who legally attend public, private or parochial school from 1.5 to 15 miles from their homes, as required by State Education Law. Any pupil in middle school will be eligible if he or she lives more than 1.5 miles from the school.

Any resident now living in the district who applies on or before April 1 of each year will be provided with transportation. The District will accept late applications if a reasonable explanation is provided, as required by law. New residents will need certified proof of the date of residence and will be provided transportation only if applications are filed within 30 days after moving into the district, and in accordance with Chapter 3635 of the New York State Education Law.

## School Bus Scheduling and Routing

Bus routes will be established under the direction of the Superintendent in cooperation with the district administrator overseeing transportation.

Authorized bus stops will be located at convenient intervals in places where students may board and disembark, cross highways, and await the arrival of buses with the utmost safety allowed by road conditions.

Fixed bus stops will be established using the following guidelines:

1. Numbers of students at bus stops will be varied according to the concentration of riders in an area, the degree of traffic, and bus turnaround requirements.
2. An effort will be made to minimize crossing of the road by students.
3. Private Roads: Transportation will not be provided on highways that have not been dedicated and/or maintained by town, county, and/or state highway departments.
4. Turn-arounds will not be established unless adequate space is available and this space is properly maintained. No turn-around will be permitted if it requires the bus being backed up to make the turn.
5. A District map will be used in determining the transportation requirements necessary to satisfy the needs established by state law, Board policy and voter mandate. This map will clearly show student location, loading and unloading locations, and routes traveled. The map will be reviewed annually.

## BUILDING PROCEDURES

### Emergency Regulations Related to Child Abuse Hotline

Effective January 17, 2017, Section 409-l of the Education Law, was adopted and requires that all public school districts post the toll-free telephone number (1-800-342-3720) of the Office of Children and Family Services (OCFS) to receive reports of child abuse or neglect, along with directions for accessing the OCFS website at http://ocfs.ny.gov/main/cps/ in English and in Spanish.

Additionally, on January 25, 2017, the Commissioner added new emergency Regulations in compliance with Section 409-l which require that Districts:

(1) Post such information on the district and/or school's web-site(s), if such a website exists; and
(2) Post such information in highly-visible areas of school buildings; and
(3) Make such information available at the district and school building-level administrative offices, where applicable; and
(4) Providing such information to parents and persons in parental relation at least once per school year in a manner as determined by the school, including, but not limited to, through electronic communication and/or sending such information home with students; and
(5) Provide each teacher and administrator in the school with such information.

We recommend that each District immediately take all necessary steps to ensure compliance with these law and regulation changes. Also, as you prepare materials for the 2017-2018 school year, such as the school calendar and staff/student handbooks, keep in mind that these are good opportunities for providing this information to parents and staff.

As always, we are ready to assist you with advice, training, and support as needed regarding this issue. Please do not hesitate to contact us regarding this issue or for further assistance.

### Food and Drink

Food and drink may NOT be consumed out of the cafeteria unless special permission has been given by the Administration. Eating and drinking anything but bottled water is prohibited in hallways and classrooms. Students may bring bottled water only to classes. Students with special dietary needs must obtain permission from the nurse to consume food and drink outside the cafeteria. MS students are not allowed to order food to be delivered to the school, e.g., pizza, Chinese food, etc.

Students may not bring peanuts, peanut butter or any other nut products to school or school events.

The MS cafeteria and Commons must be kept clean at all times. Students are members of the school community and have a role in maintaining the facilities. Students are expected to work cooperatively with their tablemates to leave a clean table at the end of lunch. Lack of cooperation or disrespect for the lunch monitors will result in disciplinary consequences.

### Off Campus Privileges

Middle school students are NOT permitted to leave the school campus during the academic day unless signed out by a parent or guardian.

## Prohibited and Electronic Devices

Any equipment that interferes with the educational environment is not permitted in the school building or on the school grounds at any time. The following items are specifically not permitted in the middle school: skateboards, rollerblades, playing cards, laser pens, rollers on shoes, and any item (toys, etc.) that resemble a weapon of any kind. This list is not exclusive and any other item that is unsafe or disruptive to the educational process will be prohibited. Students bring personal possessions to school at their own risk. Lockers should be kept locked at all times

## Cell Phones

If a student brings a cell phone to school, the following rules apply:

- The cell phone must be OFF and IN YOUR LOCKER during the school day, which includes lunch and Activity Period.
- Cell phones that are visible, audible or otherwise in use during the school day will be confiscated for student pick-up at the end of the day. A detention is assigned for the second offense. The third and subsequent offenses will require the parents to pick-up the phone at school and appropriate disciplinary consequences including further detentions.
- The school is NOT responsible for lost or stolen cell phones.

## Cameras/Recording Devices

May only be used with prior approval of the Administration.

## Hats

Wearing hats is prohibited.

## Party Souvenir Clothing

Shirts and other clothing items which are given at bar and bat mitzvahs, confirmation or other parties are discouraged at the middle school because they highlight divisions between friend groups and heighten the anxiety of young adolescents about social issues. Wearing this party clothing to school is a student/parent decision, but at the very least saving the item for a day other than the Monday following the party is recommended if the item is to be worn at all.

## Backpacks and Tote Bags

Backpacks may be brought to and from school, but must be stored in lockers during the day. Tote bags may be used by all students to carry books around the building during the school day. Students may visit lockers as often as they wish. Most students go to lockers four times per day: before classes, before and after lunch, and at the end of the day.

## Care of Textbooks and Uniforms

Students are issued required textbooks and team uniforms. Students are held strictly accountable for the care of books and team uniforms issued to them and are charged the full replacement value for damage or loss.

# ACADEMIC POLICIES

## Retention/Summer School Policy

The Blind Brook Middle School faculty believes it is impossible for students to succeed in sequential courses without first mastering the beginning levels. This belief is supported by the New York State Learning Standards that require a solid foundation in basic skills and a comprehensive understanding of subject matter prior to graduation from high school. Every attempt will be made by the middle school staff to prevent student failure. However, failure occasionally occurs. It is the preference of the middle

school for any student who may fail to make up the course(s) during summer school or by individual tutoring so that those students may remain on a par with their classmates.

More specifically, a student who, in a given year, fails a course required by State law or commissioner's regulation must exercise one of the three following options:

- Attend and successfully pass an equivalent course in a Blind Brook approved summer school.
- Receive 30 hours of tutoring during the summer by a teacher certified in the subject being taught and approved by Blind Brook (with the district syllabus), and pass a final examination prepared by or approved by the school. The teacher will provide documentation for all the work done in the course.
- Families are financially responsible for expenses incurred for summer school or tutoring.
- Repeat the course during the following year although this may limit the student's choices of other courses.

When circumstances warrant and scheduling options permit, the student will be scheduled as well in the next class in the sequence. If the student is successful in this next course, at the end of the first semester and upon the recommendation of its teacher, the student will be released from attendance at the lower level course.

A student who, in a given year, fails two courses required by State law or commissioner's regulation must exercise one of the three following options:

- Attend and successfully pass an equivalent course in an approved summer school
- Receive 30 hours of tutoring during the summer by a teacher certified in the subject being taught and approved by Blind Brook (with the district syllabus), and pass a final examination prepared by or approved by the school. The teacher will provide documentation for all the work done in the course.
- Families are financially responsible for expenses incurred for summer school or tutoring.
- Repeat the two courses failed during the following year, which will limit the student's choices of other courses. When circumstances warrant and scheduling options permit, the student will be scheduled as well in the next class in the sequence. If the student is successful in this course, at the end of the first semester and upon the recommendation of its teacher, the student will be released from attendance at the lower level course. The principal has the option of waiving a non-academic course so the two levels of the same course can be accommodated for one semester.

A student who fails summer school or the tutoring experience must repeat the course.

A student who fails three or more such courses will be retained in grade. This decision may be appealed to the principal in writing by the student or his/her parents within ten working days of notification of the failure. Such an appeal must state the reasons for not retaining the student. The principal, after consultation with appropriate school personnel (teacher, counselor, department coordinator, CSE chairperson), will render a final determination within ten working days of receipt of the appeal. Student records will reflect both summer school grades and grades earned during the year.

## Homework Policy

Please use the link below to access the District homework policy:

District Homework Policy

## Middle School Math Placement Policy

Seventh grade students have been placed in their Math 7 courses based on the results of the Math 6 placement criteria. These criteria include the results of the end of year placement test, the final course grade in Math 6, a Math 6 student behaviors rubric, and New York State Test results.

The progress of all students in the accelerated program will be monitored carefully. The teacher, math coordinator, and school counselor will review student grades at the end of each marking period. If a student is not performing up to accelerated math standards by achieving at least a B-, the principal, teacher, coordinator, and counselor will meet with the student and a parent(s). At that point the staff may recommend that the student transfer from the accelerated to the regular math class. However, it will be the family's decision to have the student transfer or stay in the accelerated class. A copy of the math department's recommendation will be placed in the student's file.

The progress of all students in the regular program will also be monitored carefully by the mathematics department. Any seventh grade student who satisfies the following criteria may be recommended for transfer into the accelerated math program on a trial basis and given assistance in catching up to the class. This will be done at the end of the first and second quarters, and again in June, at the end of seventh grade.

- A course grade of A for each marking period
- A standardized test score history that indicates strong math aptitude
- Demonstration of the proper work habits needed for success in the accelerated program, including coming to class prepared, participating in class discussions and activities, being able to work cooperatively with classmates, and respecting classmates' right to learn in a positive environment
- The recommendation of the Math 7 teacher
- A student who wishes to transfer into 8th Grade Accelerated Math from Math 7 must take a Blind Brook designed exam during the intervening summer that covers the accelerated math 7 curriculum. The student must score of at least 83% on this exam.

Students will not be transferred from regular Math 8 to accelerated Math 8 once the school year has begun. Accelerated Math 8 students will take the Integrated Algebra Regents at the end of the year.

No student will be moved into an accelerated class if the class is already at maximum capacity.

## Academic Intervention Services (AIS)

AIS has been mandated by the State [100.1(g)] to help students achieve the State learning standards. The services include additional instruction that supplements the general curriculum and provides students with the skills they need to be successful in school. The intensity of such services will vary depending on the needs of the individual student. The services should be designed to respond to student needs as indicated through the results on State assessments and/or the District approved criteria at each grade level. At Blind Brook Middle School additional instruction means the provision of extra time for focused instruction and, for some students, increased student-teacher instructional contact time designed to help students achieve State learning standards. Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students, provided however, that such services shall be made available to the extent consistent with students' individualized education plans.

- Academic Intervention in English Language Arts: this is provided for many students in addition to those who need the support in Writing Workshop at each grade level. Writing Workshop is a place where students can bring writing assignments they are working on in any subject area class and get help on the assignment and writing instruction from an ELA teacher.

- Academic Intervention in Mathematics: a section of AIS math, taught by one of our math teachers, is offered at each grade level. Students who need extra help in math get additional support with the day's work in class and additional instruction on math concepts.

## ESL/ELL

English as a New Language (ENL) is a specially designed program for students who have limited English proficiency (LEP). Any student whose first language is not English and who has not yet developed the

English language proficiency needed for social and academic success in our school is eligible for the program. Proficiency is determined by an evaluative process approved by the State Education Department.

## Reporting Student Progress

Blind Brook Middle School employs a variety of methods to inform students and parents of student progress in a class. The school recognizes that reporting of a simple letter-grade on a quarterly basis is inadequate if the goal is to provide helpful information that will lead to improvement of student performance. For this reason, the school supplements Quarterly Report Cards with Progress Reports, parent conferences, and teacher contact and communication via phone or email. Effective and timely home school communication is most important in your child's success in school. If you have any questions about your child's progress, please contact his/her teacher or school counselor.

## Report Cards

A report card is issued at the end of each quarter, i.e., every ten weeks. Grades are simply reported as:

A+ = 97-100 - 4.00 (for 8th Grade Regents classes only)
A = 93-100 - 4.00
A - = 90-92 - 3.67
B+ = 87-89 - 3.33
B = 83-86 - 3.00
B- = 80-82 - 2.67
C+ = 77-79 - 2.33
C = 73-76 - 2.00
C- = 70-72 - 1.50
D = 65-69 - 1.00
F = 55-64

## Progress Reports

The Progress Report is an important part of the school's reporting to parents, as it is an evaluation of the student's learning style and ability in such varied categories as writing skills, vocabulary, critical analysis, classroom participation, depth of understanding, homework, and participation. A careful reading of this report can be helpful in assessing the student's overall strengths and areas in need of improvement.

Progress Reports are issued for all students at the mid-point of each marking period. Progress reports are posted on the Parent Portal and mailed only upon parental request.

## Standardized Testing

As part of the No Child Left Behind (NCLB) federal legislation, Blind Brook participates in the comprehensive New York State testing program.

1. The English Language Arts Assessment is administered to grades 6-8.
2. The Mathematics Assessment is administered to grades 6-8.
3. The NYS Science Test is administered to some students in 8th grade.

The results of these tests are important to individual students and may determine placement in AIS . Data is also used to analyze the effectiveness of the district's programs in meeting State learning standards.

## Homebound Instruction

Tutors shall be employed, as determined by the Superintendent, on an hourly basis, upon certification by a physician that a student will be absent for an extended period of time. Where, in the District's judgment, a student shall be eligible for homebound instruction, middle school students (6-8) will receive ten hours of instruction per week.

# OTHER EDUCATIONAL PROGRAMS

## Peer Tutoring Program

Middle School students are able to receive extra help in their course work from high school student tutors who volunteer to tutor a student at least once a week, usually during Activity Period. A student may be referred for a peer tutor by his/her teacher or counselor, or the student may request a tutor. For information, contact Elise Sosnow at x 3132.

## School Meetings/Assemblies

Occasionally, the entire middle school faculty and student body gathers for class meetings, special programs, or assemblies. These are an important part of students' educational experience. All students are required to be present at these meetings.

## Instructional Media Center (IMC)/Library

Hours of Operation
7:30am-3:30pm school days, Monday through Friday except when reserved for testing and other special events.

Facility Use
The Instructional Media Center provides a quiet place for research, reading and small-group work. The following expectations are in place:

- Students will work quietly and productively;
- Students will respect the right of others to work undisturbed'
- No food is permitted in the library;
- Only water in tightly closable containers is permitted (no cups and no cans);
- Ipods may be used quietly;
- Cell phones must be off and out of sight.

Students who do not behave appropriately will not be permitted in the library except when accompanied by a teacher during class time.

### Circulation of Library Materials

Fiction and nonfiction books can be checked out for a three-week period and renewed once for an additional three weeks. Reference books do not circulate outside the library. Check-out may be restricted for books and other materials that are used for a project for multiple classes. For example:

- At a teacher's request, a group of books must remain in the library at all times.
- At a teacher's request, a group of books may be restricted to overnight check-out.

### Lost or Damaged Library Materials

Students must reimburse the school district for lost or damaged library materials. Students who do not clear their library account jeopardize the receipt of their final report card.

### Computer Use

Students, teachers, staff and administration must abide by the district's Acceptable Use Policy (AUP) at all times. Computers are to be used for educational purposes. Students whose teacher has reserved the library for research have priority in using computers as the class requires. As available, computers are open to students for drop-in use.

## Writing Center

The MS/HS Writing Center is located in the Library. Students who enjoy writing or who need some extra help with writing assignments may go to the Writing Center during Triple A, Activity Period or other times of the day as schedules permit.

# CO-CURRICULAR PROGRAM

## Interscholastic Athletics

The Athletic Program is an important part of the overall education program for young men and women. All students are encouraged to take advantage of this very exciting aspect of our school. All students, whether participating or enjoying the activity as a spectator, should always be mindful of the rules of good sportsmanship.

Blind Brook is a member of the Lower Hudson Athletic Council Conference IV and participates in League C for all inter-scholastic sports on the J.V. and Varsity levels. Before an athlete is permitted to participate in a practice or a game, he/she must have a physical examination by the school physician. Students must also turn in a parental consent form, which may be obtained at the nurse's office. Upon completion of the necessary paperwork, students will be issued a blue card to present to their coach. Physical exams are conducted prior to each sports season; the dates will be publicized. Students who fulfill these requirements will be eligible to tryout for the various teams.

As per New York State law, students are not eligible to participate in the interscholastic athletic program until they enter the 7th grade. Middle school students may play on Varsity or J.V. teams only if they pass the State mandated Selective Classification Program and if their skill level indicates they will be able to have significant playing time.

This year there will be only one girls' team and one boys' team (7th and 8th graders together) in each sport with the exception of cross-country and track.

The following sports are offered for middle school students:

Fall Sports
(Starting the first week of September; ending early November)
Modified Soccer: (separate teams for girls and boys)
Modified Cross-Country: (for boys and girls)
Modified Volleyball: (for girls)
Modified Tennis: (for girls)
Modified Football: (for boys)

Winter Sports
(Starting late-November; ending mid-February)
Modified Basketball: (separate teams for boys and girls)

Spring Sports
(Beginning early March; ending first week of June)
Modified Baseball: (for boys)
Modified Softball: (for girls)
Modified Tennis: (for boys)
Modified Spring Track: (for boys and girls)
Lacrosse: (separate teams for boys and girls)

## Clubs

All students are encouraged to participate in the Middle School clubs that are offered. Clubs meet after school from 2:40-3:15pm. Clubs offered will vary each year. Clubs may include:

Art Club
Digital Media Club
Drama Club
Guitar Club
Jazz Ensemble (by audition)
Minecraft Club
Newspaper
Select Band (by audition)
Select Chorus (by audition)
Stock Market Club
Yearbook

## Activity Period (2:20-2:40pm)

The primary purpose of this period is to receive extra help from teachers. Extra help is also available during lunch periods (Triple A).

## Student Government

The Blind Brook Middle School Student Government is comprised of elected students who are eager to organize various school events as well as fund-raising events to help different community groups. All grade levels are represented and will have a chance to develop important leadership skills.

## Student Fundraising Activities

Fund raising projects in which students sell merchandise, provide services, or in other ways solicit money for school activities may be sponsored by school organizations with the express approval of the Building Principal. Any such plan shall have a clearly defined purpose and, in general, shall contribute to the educational experience of students and shall not conflict with instructional programs or state mandates. Fund raising activities away from school property shall be held to a minimum. All participation shall be voluntary.

Door to door sales projects undertaken by any organization using the Blind Brook-Rye Union Free School District name shall require previous approval of the Board of Education. Profits shall be used to enhance school programs by providing money for expenditures not normally funded by the District.

Employees are cautioned against giving the impression to students that the purpose of selling items (e.g., "scratch off" cards, holiday wrappings, etc.) or paying a fee is to defray a portion of the District's educational program. At no time should a student's participation in an educational activity include such sales or fees. In addition, it is imperative that employees not deposit the proceeds of any legitimate sales activity in their own personal accounts. These activities may jeopardize a student's right to participate in the educational program on a tuition and/or fee-free basis. Further, employees engaged in such activities may be held personally liable.

Adoption Date: 10/20/2008
New York State Constitution, Article 8, Section 1
Education Law Section 414
8 New York Code of Rules and Regulations (NYCRR) Section 19.6

# SPECIAL EDUCATION

The Blind Brook-Rye Board of Education believes all children should be provided with the appropriate educational programs and related services designed to meet their individual needs, interests and capabilities.

Various programs have been implemented to insure each child the opportunity to develop his/her fullest potential in the most advantageous educational setting. The District plan for special education represents a continued commitment to provide educational programs to its disabled students through a continuum of services.
The Board of Education will ensure that students with disabling conditions residing in the district have the opportunity to participate in school district programs and activities that are available to all other students enrolled in the district. A student with a disabling condition shall be provided with appropriate special education.

a. To the maximum extent appropriate, students with disabling conditions shall be provided special education in the least restrictive environment.

b. A student with a disabling condition shall be provided the special education determined by the Board of Education to be necessary to meet the student's special educational needs.

c. Students with disabilities placed together for purposes of special education shall be grouped by similarity of individual needs in accordance with the following:

1. The range of academic or educational achievement of such students shall be limited to assure that instruction provides each student appropriate opportunities to achieve his/her annual goals. The learning characteristics of students in the group shall be sufficiently similar to assure that this range of academic or educational achievement is at least maintained.

2. The social development of each student shall be considered prior to placement of any instructional group to assure that the social interaction within the group is beneficial to each student, contributes to each student's social growth and maturity, and does not consistently interfere with the instruction being provided. The social needs of a student shall not be the sole determinant of such placement.

3. The levels of physical development of such students may vary, provided that each student is provided appropriate opportunities to benefit from such instruction. Physical needs shall be considered prior to determining placement to assure access to appropriate programs. The physical needs of the student shall not be the sole basis for determining placement.

4. The management needs of such students may vary, provided that environmental modifications, adaptations, or human material resources required to meet the needs of any one student in the group are provided and do not consistently detract from the opportunities of other student in the group to benefit from instruction.

Special Education Services are provided to students who have been classified by the Committee on Special Education (CSE) in accordance with their Individual Educational Plan (IEP) as follows:

- Consultant Teacher Services – specially designed individual or group instruction by a special education teacher within the regular education setting through either an indirect or direct manner.
- Resource Room – specialized supplementary instruction in a small group setting (5:1).
- Integrated Program – a special education class within the regular education class which may include modification of curriculum and/or grading in accordance with individual student needs.

- Counseling
- Speech and Language Therapy
- Occupational and Physical Therapy

## Child Find *

## Referral of Children Suspected of Having Disabilities

In accordance with its Child Find obligations, the Blind Brook-Rye School District seeks to identify and evaluate any resident student between the ages of 3 and 21, who have not earned a high school diploma, who is suspected of having a disability and in need of specialized instruction. If you suspect that your child may have a disability and may require specialized instruction to benefit from the District's educational programs, please contact Harry Burg, Director of Pupil Personnel Services, at (914) 937-3600 x 3033 or your child's school principal to discuss your concerns or to initiate a referral.

Upon receipt a referral, and with your written consent, the District's Committee on Special Education will arrange, at no cost to you, an evaluation of your child's functioning and convene a Committee meeting, which includes you as a vital member, to determine whether your child qualifies for specialized instruction as a student with a disability and, to develop, if eligible an individualized education program [IEP].

If your child has a chronic health condition or other physical or mental impairment that may limit his/her access to school, extracurricular and/or other school sponsored activities, please contact the school nurse to discuss your concerns and to initiate, where appropriate, a referral to the §504 Team. Please contact Harry Burg, Director of Pupil Personnel Services, at (914) 937-3600 x 3033 or your child's school principal to discuss your concerns or to initiate a referral.

**REFERRAL OF CHILDREN ENROLLED BY THEIR PARENTS IN NONPUBLIC SCHOOLS LOCATED OUTSIDE THE DISTRICT WHO SUSPECT A DISABILITY OR SEEK SPECIALIZED INSTRUCTION FOR A CHILD IDENTIFIED AS A CHILD WITH A DISABILITY**

If you are enrolling your child in a nonpublic school outside of our District and suspect that your child may have an educational disability or has previously been found eligible and you seek specialized instruction while your child attends the nonpublic school, you need to initiate a written referral to the School District where the nonpublic school is located (District of Location). If your child was previously identified as a student with a disability, such referral must be made in writing to the attention of the Chairperson of the Committee on Special Education in that District.

If you have any questions about the process of referral, please contact Harry Burg, Director of Pupil Personnel Services, at (914) 937-3600 x3033. To learn more about your rights, please refer you to the NYSED's publication entitled "Special Education in NYS – A Parent's Guide" and a copy of the Procedural Safeguards for Children with Disabilities located online in the Pupil Services section of the District website.

*"Child Find" means that the state must identify, locate, and evaluate all children with disabilities in the state who need special education and related services. To do so, states conduct "Child Find" activities. A child may be identified by "Child Find," and parents may be asked if the "Child Find" system can evaluate their child. Parents can also call the "Child Find" system and ask that their child be evaluated.

A school professional may ask that a child be evaluated to see if he or she has a disability. Parents may also contact the child's teacher or other school professional to ask that their child be evaluated. This request may be verbal or in writing. Parental consent is needed before the child may be evaluated. Evaluation needs to be completed within a reasonable time after the parent gives consent.

## OPPORTUNITIES FOR PARENTAL INVOLVEMENT

### Parent Teacher Association

The Blind Brook Parent Association encourages the involvement of all parents with students in grades K-12. Meetings of the PTA are held monthly and are listed on the district calendar. The PTA provides a wide variety of services to the schools, including funds to support various educational programs, a periodic newsletter, and an after school supervision program for younger students, special programs for parents, and other worthwhile activities. The fund-raising efforts of the PTA provide important curricular enrichment activities, seed money for new programs, and equipment that enhances the educational program for all students.

### Middle School Parent Conversations

The Principal meets with parents of students in grades 6-8 to explore issues of mutual interest in the operation of the school with the aim to improve the overall quality of education. All parents are welcome to attend. Please consult the District Calendar for actual dates.

### Athletic Advisory Committee

The Director of Athletics meets monthly with parents to explore a variety of issues related to the athletic program. Meetings are normally held monthly on Thursdays at 7:30 pm. For more information, please contact DJ Goldman, Director of Athletics.

### Committee on Special Education

The CSE/CPSE Chairperson, Harry Burg, is responsible for chairing the Committee on Special Education, which determines a student's need for special services and the nature of the services provided. The Committee has parent representation. Parents interested in serving on this important committee should contact the Chairperson at ext. 3033.

### Shared Decision Making Team

The Shared Decision Making Team works in an advisory capacity to monitor implementation of school and district goals. In doing so, the SDMT may identify issues, suggest strategies, recommend procedures, and evaluate feasibility to implement programs that enhance the educational performance of students in the Blind Brook Schools.

### Open House

The annual Blind Brook Middle School Open House is held in the fall. The date is listed on the District calendar. This event provides an opportunity for parents to learn about their child's academic program and to meet his/her teachers. Details and schedules are mailed out in mid-September.

### Parent Orientation

A special orientation evening meeting is held in the spring for parents of incoming sixth grade students. This meeting provides an overview of the academic and co-curricular programs in the Middle School, as well as the behavioral expectations for students. The date is listed on the District calendar. There will be an orientation for the incoming sixth grade students as well. This student orientation will take place during the school day; the date is listed on the District calendar.

## BLIND BROOK ELEMENTARY, MIDDLE & HIGH SCHOOL COMPREHENSIVE ATTENDANCE POLICY

The School District believes that maintaining adequate student records is critical to its educational mission. Accordingly, the District adopts this policy to ensure that effective strategies are in place to maximize student attendance at all scheduled periods of actual instruction or supervised study activities, so that the District's students have the greatest opportunity to succeed at meeting the State learning

standards. In furtherance of this goal, the District will strive to identify patterns of absence, tardiness and early departures from school, and, upon identifying patterns indicating the existence of an attendance problem or potential problem, to intervene in a manner that will encourage student attendance and discourage unexcused absences. Regular attendance is important because it is directly related to academic and ultimately career success. To support this philosophy, and in accordance with Education Law, Section 3205; the following Attendance Policy has been developed:

## Definition

For the purposes of this policy, the term "absence" shall refer generically to any and all of the following circumstances:

(1) a student's failure to attend any or all of his/her scheduled periods of actual instruction or supervised study activities for the full duration of said period(s) of instruction or activity;
(2) a student's late arrival to one or more of his/her any of his or her scheduled periods of actual instruction or supervised study activities during the course of a school day; and/or
(3) a student's departure from and failure to return to any of his/her scheduled periods of actual instruction or supervised study activities prior to the official dismissal of said period of instruction or activity.

## Classifying Absences

Excused and Unexcused Absences: student absences, late arrivals, and early departures shall be classified as either excused or unexcused.

Excused absences are those absences attributable to:

- Sickness
- Dental and medical appointments
- Sickness or death in family
- Religious holidays
- Required attendance in court
- Quarantine

Supporting documentation must be presented for each excused absence, e.g., letter from a physician, etc. All other absences are unexcused. Teachers are not obligated to provide make-up tests or accept homework or other assignments from students who have missed class due to an unexcused absence.

The number of times a student is late to his/her individual classes will also affect the student's attendance; every three latenesses will count as one absence, which will be counted toward the total absentee count. If the three latenesses are unexcused without a note from a parent or teacher, the student will be required to attend detention (Middle and High School).

## Reporting School Absences

If a student is going to be absent from school, his/her parents or guardians are required to notify the school by calling 937-3600 x 3145 before 10:00am.

When returning to school after an absence, students are expected to bring a note signed by their parents explaining the absence, and should report to the Attendance Office to hand in the note and to receive a pass to class. If the parent does not notify the school within 24 hours, the absence will be considered unexcused, and the student will be required to attend detention.

If the absence is excused, the students will be given an opportunity to make up tests, homework or other missing assignments. Teachers may require students to make up missed work. Students are responsible for meeting with their teacher and setting an acceptable schedule for completing the assignments.

Normally, teachers will allow one day to make up assignments for every day that a student is out. However, teachers are flexible in considering the circumstances and the nature of the assignments.

If it is known before the student comes to school that he/she will need to leave early or miss a class period that day, he/she should bring a note from parents or guardians giving the reason for and the exact time of the desired early dismissal. These excuses must be submitted to the Middle School Office at the beginning of the school day the student wishes to be excused. Students who are excused from school during the day (for medical, dental or other appointments) must sign in and sign out in the Middle School Office. If a student does not return to school after an appointment, etc., the student's parents or guardian are required to contact the school before 2:50 PM; otherwise, the student is considered to be illegally absent.

If a student feels ill or wishes to be excused, he or she must report to the Nurse's office for permission to leave school. If the Nurse is not in the office, students should report to the Principal's Office. If for any other reason a student wishes to leave the school building, he or she must go to the Principal's office for permission.

Parents are asked if possible to please try to schedule all appointments outside the school day so students do not miss instructional time.

## Coding System

The following is a description of the codes used in the District's attendance register to identify the reason for a pupil's absence:

UNV- Unverified; EXC- Excused; DET- Detention; EXT Exc. Tardy; FLD- Field Trip; GUI- Guidance HBI-Home Inst.; REL – Religious; LEG – Court Dates; MED – Medical; NUR – Nurse' OTH- Other CUT- Cut Class; D-T- Detention Tdy; SUS- Suspended; TDY- Tardy; INH – In-House Suspension; VAC- Vacation; EXC- Excused; ACT- Activity

## Intervention Strategies

In an effort to identify those students who are chronically absent or those who have the potential to have poor attendance, teams consisting of teachers, support staff and administrators will convene to determine appropriate strategies.

## Late Policy

When students are late to school in the morning, they must first report to the Attendance Office for a late pass or have parents sign them in at the front desk. Students are expected to bring a note from their parents explaining the lateness. Students who oversleep and are late for classes are considered unexcused late. Students will serve one detention for each set of three lates. Students who are more than ten minutes late to a class will be considered as absent. Students who are detained by a teacher and therefore late for the next class should secure from the dismissing teacher a late pass that will admit them to their next class.

## Class Cutting Policy

Good attendance is essential to success in school, therefore, cutting class cannot be tolerated. Class cutting is defined as missing an entire class for an unexcused reason, leaving class early without authorization, or leaving class in the middle of class to go to the bathroom, get water, etc. and staying out for more than ten minutes. Classes that are "cut" will be considered as unexcused absences and detention will be assigned.

## Attendance Policy for Resource Room

Attendance in the Resource Room will be handled in the same manner as all other classes. In addition, if a student in grades 7-11 accumulates five unexcused absences for the Resource Room, a parent and student conference with the Resource Room teacher, the Director of Special Education and the Assistant Principal will be required. If further unexcused absences occur, a subcommittee of the CSE will convene to review the case and make recommendations.

## Eligibility for Participation in Extracurricular Activities

Students must be in attendance at school for the entire school day and attend all scheduled classes to be eligible to participate in that day's co-curricular program, including clubs, class activities, sports, and evening events such as dances and rehearsals. Exceptions may be granted at the discretion of the school administration.

## Student Participation in Off Campus Learning Activities

Student participation in all school-sponsored off campus learning activities such as multi-day class trips, outdoor education programs, trips abroad, and classroom learning activities such as field trips is a privilege which must be earned through satisfactory behavior and adherence to school rules and regulations. Students who fail to fulfill their routine commitments at school or on school-sponsored trips and/or who compile a record of continuing misbehavior and irresponsibility will be denied the opportunity to participate on such trips.

Normally, denial or participation will be reserved for trips that are clearly enrichment activities and are not considered an integral part of the academic program. In certain instances, a student may be denied participation in the latter as well, if a review of his or her records and discussion with appropriate faculty or staff suggest that such participation will have an adverse effect on other students, or the reputation of the school. Students may be referred for exclusion from a trip by any member of the administration, faculty or staff. Students who have been excluded from a trip are expected to attend school where they will participate in alternative instruction which will be designed to parallel the learning activities and goals of the field trip.

Causes for denial may include, but are not limited to, excessive tardiness and/or absences, class cutting, insubordination, disrespect for others or school property, cheating or plagiarism, and misbehavior on prior off-campus learning activities. Parents may request a meeting with the Principal to discuss this decision.

## BLIND BROOK-RYE UFSD CODE OF CONDUCT

Please use the link below to access the District Code of Conduct.

District Code of Conduct