



**BRUNO M. PONTERIO RIDGE STREET SCHOOL**  
**390 North Ridge Street**  
**Rye Brook, New York 10573**

**MAIN OFFICE: 914-937-3600 x 3027**  
**FAX: 914-937-1265**  
**SCHOOL WEB SITE: [www.blindbrook.org](http://www.blindbrook.org)**

**Tracy C. Taylor, Principal**  
**Tamara Oppenheimer, Assistant Principal**

## **2011-2012 School Year Parent Handbook**



*The Blind Brook-Rye Schools are the cornerstone of our community. Our mission is to prepare our students to be active, life-long 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.*

# TABLE OF CONTENTS

Welcome Letter.....	page 3
Who’s Who in the Blind Brook District?.....	page 4-5
Who’s Who at BMP Ridge Street School?.....	page 7-8
Religious Observance Policy.....	page 9
Eligibility Requirements for Transportation.....	page 9
School Bus Scheduling and Routing.....	pages 9-10
Emergency School Closings.....	page 10
Fire Drills.....	page 10
Shelter Drills.....	page 10
Lockdown and Lockout Drills.....	page 10
School Visitors.....	page 10
School Hours (including arrival and dismissal).....	pages 10-13
School Schedule.....	page 13-15
• K-5	
• Kindergarten Call back Schedule	
Reporting Student Absence.....	page 15
Student Lateness.....	page 15
Early Dismissal.....	page 15
Messages to Students.....	page 15
Lost and Found.....	page 15
Copy Machine.....	page 15
Use of School Lift.....	page 16
Bicycle Rack.....	page 16
Food and Drink – We are a <i>NUT AWARE</i> School!.....	page 16
NutriKids – Point of Sale Program.....	page 16
Computer Use.....	page 17
Recycling.....	page 17
Disruptive Devices.....	page 17
Phone Use (students).....	page 18
Care of Books.....	page 18
Lost or Damaged Library Materials.....	page 18
BMP Ridge Street School Curriculum Overview.....	pages 19-21
Parent Teacher Conferences and Report Cards.....	page 22
Standardized Testing Grades 3-5.....	page 22
Instructional Support Team (IST).....	page 21
Academic Intervention Services (AIS).....	page 21-22
English as a Second Language (ESL)/ English Language Learners (ELL).....	page 22
Special Education.....	page 23-24
STUDENT FUNDRAISING OPPORTUNITIES.....	page 25
OPPORTUNITIES FOR PARENTAL INVOLVEMENT.....	page 26-30
DISTRICT COMPREHENSIVE ATTENDANCE POLICY.....	page 26-30
ABRIDGED CODE OF CONDUCT*.....	page 31-44

*\*For a complete copy of the Code of Conduct, please contact the Superintendent’s Office*

Dear Ridge Street Families,

I have the distinct honor and privilege to be the principal at the Bruno M. Ponterio Ridge Street School. Nothing makes me happier or prouder than being a part of this wonderful community.

Our faculty and staff are student-focused and are dedicated to a learning environment where each child has the opportunity to think, inquire, create, and grow into a well-rounded, independent, respectful citizen who strives to achieve his or her personal best each day. Our families are actively involved in our children's success and It is through our combined efforts that our school "flies high and achieves great things" – something that our school mascot, the *Ridge Street Blue Bird*, will come to symbolize this year.

As I look ahead, I can't help but look back at all the wonderful things we have done this past year:

- Strengthened our literacy skills through our reading and writing workshops
- Facilitated author and character book studies
- Fostered hands-on science experiments in our K-5\* classes (\*new Science Lab for 5<sup>th</sup> grade)
- Continued to build upon our problem-solving and computation skills through our Everyday Math curriculum
- Debuted our first CD..."Ridge Street Sings!"
- Celebrated the arts through our K-5 Art and Music Fair
- Honored our new members of Green Key at its 40<sup>th</sup> Anniversary Induction Ceremony
- Participated in our 2011 Spirit Day
- Ridge Street Gives Back! The Ridge Street Community worked together to donate books to elementary schools in Exuma, raised monies for the people of Japan, and donated food to families in need.

It takes many dedicated individuals to make our school unique, strong, united and special. Success is a team effort, and I am confident that we will continue to keep our *Ridge Street Blue Birds* flying high, not only through what we learn or achieve, but through our thoughts, words, and actions.

I look forward to a wonderful 2011-2012 school year with many, many exciting things to come!

*I am ready to respect myself.*

*I am ready to respect others.*

*I am ready to learn.*

*I am ready to have a great day because **Blue Birds Fly High!***

*Tracy Taylor*  
Principal

"Life isn't about finding yourself. Life is about creating yourself."

- George Bernard Shaw

# Who's Who in the Blind Brook District?

## THE BOARD OF EDUCATION

### MEMBERS FOR 2011-2012

Ms. Sheri Zarkower (President)  
218 Tree Top Crescent  
Rye Brook, New York 10573  
Telephone: 934-9844  
Term of Office: July 1, 2010 – June 30, 2013

Mr. Steven M. Kaplan  
7 Berkley Lane  
Rye Brook, New York 10573  
Telephone: 937-6008  
Term of Office: July 1, 2009 – June 30, 2012

Mr. Glen Schuster (Vice President)  
2 Bobbie Lane  
Rye Brook, New York 10573  
Telephone: 933-0501  
Term of Office: July 1, 2011 – June 30, 2014

Mr. Jeffrey Diamond  
4 Loch Lane  
Rye Brook, New York 10573  
Telephone: 937-8014  
Term of Office: July 1, 2011 - June 30, 2014

Ms. Nancy Barr  
12 Arlington Place  
Rye Brook, New York 10573  
Telephone: 939-7539  
Term of Office: July 1, 2009 – June 30, 2012



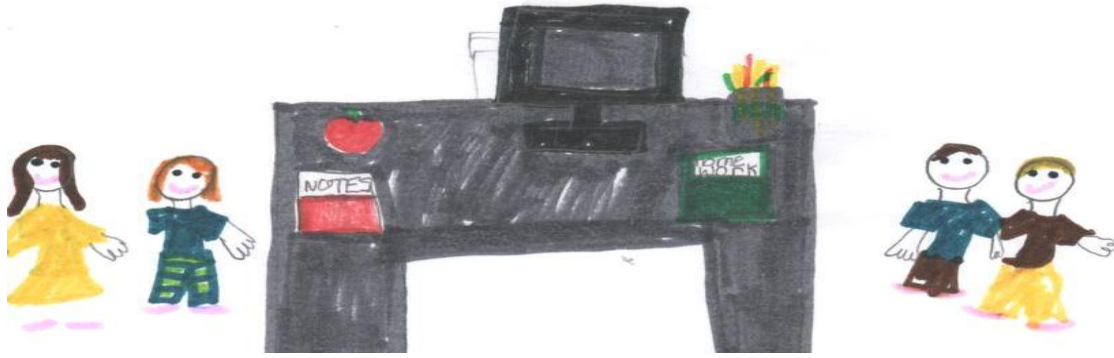
Art by Emma O.  
Kindergarten 2009

### 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 8:00 p.m. the third Monday of each month, unless otherwise noted.

Board of Education Policy  
2300 Adopted 09-26-88



Art by Julia S. Grade 3 2009

### SUPERINTENDENT OF SCHOOLS

The Superintendent of the Blind Brook-Rye UFSD is William J. Stark. He is responsible for the effective operation of the District; general administration of all instructional, business or other operations of the District; and for advising and making recommendations to the Board of Education with respect to such activities. If you are interested in making an appointment with the superintendent please contact Mr. Stark's secretary, Mrs. Arkawy at ext. 3021.

### ASSISTANT SUPERINTENDENT OF TRANSPORTATION, BUILDINGS, AND FINANCE

The Assistant Superintendent of Transportation, Buildings, and Finance is Jonathan Ross. He is responsible for the business office and has responsibility for all financial and facilities management operations. The Department's primary functions include: the preparation and management of the District's annual budget, accounting and auditing services, facilities management and capital construction, employee payroll and benefits administration, pupil transportation, and school food service. Mr. Ross can be reached at ext. 3025.

### DIRECTOR OF TECHNOLOGY

The Director of Technology is Colin Byrne. He is responsible for all computer and audio visual technology in the district. An outside consultant firm, EduTek, provides engineering support. Mr. Byrne chairs the Technology Committee, a Board-appointed committee consisting of administrators, teachers, community members and a board representative. They meet monthly to construct the district technology plan, establish goals and evaluate the District's progress in meeting those goals. If you wish to contact Mr. Byrne you may reach him at ext. 3041.

### DIRECTOR OF PUPIL SERVICES

The Director of Pupil Services, Harry Burg, is responsible for all supervises programs for students with disabilities and health services in the school district. Mr. Burg can be reach at ext. 3033. Mr. Burg's secretary, Mrs. Parsehian, can be reached at ext. 3020.

### DISTRICT REGISTRATION

The Office of Pupil Services handles all new student registration for Grades 1-12. You may reach them at ext. 3020. Kindergarten registration is handled at BMP Ridge Street School with Mrs. Falco. You may reach her at ext. 3027.

### DIRECTOR OF PHYSICAL EDUCATION, HEALTH AND INTERSCHOLASTIC ATHLETICS

James Spano 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. Mr. Spano can be reached at ext. 3118.

## **Who's Who at BMP Ridge Street School?**

### **PRINCIPAL**

The Principal, Tracy Taylor, is responsible for all aspects of the BMP Ridge Street School including curriculum, personnel, and student and parent affairs. Parents may make appointments by contacting Mrs. Taylor's secretary, Mrs. Falco, at ext.3027.

### **ASSISTANT PRINCIPAL**

The Assistant Principal, Tami Oppenheimer, will provide additional supervision in the building and assist the principal with administrative responsibilities. Parents may make appointments by contacting Mrs. Oppenheimer's secretary, Mrs. Stocklas, at ext.3010.

### **SCHOOL GUIDANCE COUNSELOR**

The guidance counselor, Kathy Gerber, is responsible for all aspects of the guidance program in grades K-5. The counselor's function is to assist students with academic and personal concerns. The goal is 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. Parents may make appointments to discuss any concerns they may have by calling Mrs. Gerber's office at ext.3049

### **SCHOOL PSYCHOLOGISTS**

Our School Psychologists, Roberta Bass and Nicole Greenberg work closely with the guidance counselor to assist students with their academic and personal needs, and are responsible for all individual psychological testing. The School Psychologist also provides confidential counseling for students experiencing personal problems, such as drug and alcohol issues or interpersonal difficulties at school or elsewhere. They are available to provide individual or group counseling, to refer students to outside agencies or to provide parent consultations. Mrs. Bass can be reached at ext. 3009 and Ms. Greenberg can be reached at ext. 3065.

### **SCHOOL NURSE**

The school nurse, Hildie Kalish, 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. 3050.

### **FOOD SERVICES**

The Blind Brook School District takes the health and nutrition of its students very seriously. A nutrition committee composed of staff and students reviews the food services in Blind Brook, makes recommendations to the Board of Education and creates the district's Wellness Policy. To learn more about our Nutrition Committee, the Wellness Policy and our award-winning food service vendor--Whitson's Culinary Group—please contact Whitson's representative, Patty Dilluvio, at ext.3053. A lunch menu and snack menu is posted monthly on the BMP Ridge Street School's web site: [http://www.blindbrook.org/our\\_schools/ridge\\_street\\_school/index.shtml](http://www.blindbrook.org/our_schools/ridge_street_school/index.shtml) You may also contact Mrs. Dilluvio for any nutritional information.

### **MAINTENANCE FOREMAN BUILDINGS AND GROUNDS AT BMP RIDGE STREET SCHOOL**

The Maintenance Foreman, Vinny Camporeale, is in charge of anything pertaining to the buildings and ground at BMP Ridge Street School. The PTA will especially need to contact the Maintenance Foreman if anything needs to be set up for events or work requests at our facility. You may make requests via email: [rsmaintenance@blindbrook.org](mailto:rsmaintenance@blindbrook.org). You may also reach him directly at ext. 3095.

## 2011-2012 FACULTY AND STAFF MEMBERS

### Kindergarten

Ms. Karen Johnson  
Mrs. Lisa Krouskoff  
Ms. Shannon (Smith) La Roche \*  
Mrs. Kerry Walker

### Grade 1

Mrs. Christine Caldwell  
Mrs. Keri Fischer  
Mrs. Michelle Forzaglia  
Mrs. Linda Greco  
Mrs. Brenda Johnson  
Mrs. Karen Tagliaferri

### Grade 2

Ms. Kerri Bernard  
Mrs. Susan Handsman  
Mrs. Maureen Jackson  
Mr. Dan Sottile

### Grade 3

Mrs. Allyson Bal  
Mrs. Julie Ciamei  
Mrs. Anna Fagan  
Mrs. Kristie Fon  
Mr. Joe Mancuso  
Ms. Chrissie Onofrio



Art by Lauren C.  
Grade 3 2009

### Grade 4

Mrs. Laurel DeLuca  
Mrs. Geri Fisher  
Mrs. Sanchita Krishna  
Mr. Thomas Pescé  
Mrs. Eva Sarli  
Mrs. Jennifer Scardina  
Mrs. Michele Wickman

### Grade 5

Ms. Amy Blumstein (ELA & Mini-Course)  
Mrs. Diane Camac (ELA & Mini-Course)  
Mrs. Tina Fernandez (ELA & Social Studies)  
Mrs. Sue Ann Fava (Social Studies)  
Mr. Michael Thomas (Math)  
Mrs. Robin Willig (Science)  
Ms. Martha Rosen (Math, Science, & AIS Math)

### SPECIAL EDUCATION

Mrs. Heather DiPaola  
Mrs. Penny Litchfield  
Mrs. Sue Marvin  
Mrs. Tracey Menn  
Mrs. Jessica Yablow

### SPECIALS TEACHERS

Mrs. Susan Aruilio (Physical Education and Gr. 5 Health)  
Mr. Steve Forzaglia (Physical Education)  
Mr. Steve Turkewitz (Physical Education)  
Mr. Greg DiMiceli (Music K-5)  
Mr. Paul Mariconda (Music, Band, & Gr. 4 Musical Theater)  
Mrs. Betsy Murphy (Art, IMPACT 2-5)  
Mrs. Terry Saglibene (Art)  
Mrs. Tracy Asencio (Computer)  
Ms. Joanna Hellman (FLES Spanish)  
Mrs. Danielle Palmiotto (FLES Spanish)  
Mrs. Petra Bova (Library)

### SPECIAL SERVICE PROVIDERS

Mrs. Kathy Gerber (Guidance Counselor)  
Ms. Roberta Bass (Psychologist)  
Nicole Greenberg (Psychologist)  
Ms. Amanda Eckert (Speech)  
Ms. Heidi Hansen (Speech)  
Ms. Colleen Morgan (Speech)  
Mrs. Debra Vitagliano (Occupational Therapist)  
Mrs. Rita Brennan (Occupational Therapist)  
Ms. Jane Giard (ESL)  
Mrs. Colleen McLaughlin (AIS Reading)  
Mrs. Stephanie Taylor (AIS Reading & Math)  
Ms. Martha Rosen (AIS Math)

### OFFICE STAFF

Mrs. Mary Ann Falco (Secretary to the Principal)  
Mrs. Debbie Dunham (Main Office Assistant)  
Mrs. Maria Stocklas (Secretary to the Assistant Principal)

### SECURITY

Mr. Mark Taub (Daytime)  
Mr. Bill Schulkin (Daytime)  
Mr. Sy Lerner (Afternoon)

### MAINTENANCE/BUS DRIVERS

Mr. Vinny Camporeale (Maintenance Foreman)  
Mr. Louis Greco (Maintenance Mechanic)  
Mr. Steve Mecca (Custodian/Bus Driver)  
Mr. Ralph Hernandez (Custodian/Bus Driver)  
Mr. Jerry Klice (Custodian/Bus Driver)  
Mr. Julio Olave (Custodian/Bus Driver)  
Mr. Wagner Hidalgo (Custodian/Bus Driver)  
Mr. Sal Ciciello (Custodian/Bus Driver)  
Mr. Willie Vinci (Night Custodian)

\* On maternity leave until mid Oct. 2011.  
Mrs. Danielle DeLaurentis will be her  
leave replacement until she returns.

You may contact any of our faculty by email  
(first initial of first name then entire last [name@blindbrook.org](mailto:name@blindbrook.org))

For example: John Smith  
jsmith@blindbrook.org

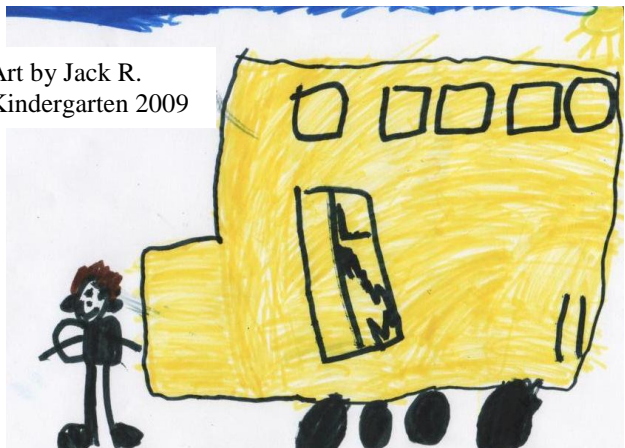
## POLICY ON RELIGIOUS OBSERVANCE

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 re-scheduling a specific test for an individual student, providing notes or tape recordings of review sessions, providing make-up review sessions, and the like.

ADOPTED  
06-30-09

Art by Jack R.  
Kindergarten 2009



## ELIGIBILITY REQUIREMENTS FOR TRANSPORTATION

Transportation will be provided for all resident children who legally attend public, private or parochial school from 0.75 to 15 miles from their homes, as required by State Education Law. Any student in kindergarten through 5th grade will be eligible if he or she lives more than 0.75 miles from the school and a student in grades 6-12 will be eligible if he or she lives more than 1.5 miles from the school. The measurement is made from the home driveway to the school driveway along the

shortest route. Any resident, now living in the district, who applies on or before April 1 of each year will be provided with transportation if they meet the above mileage criteria; 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.

Board of Education Policy 8410  
Adopted 09-26-88, Amended 05-18-04

## SCHOOL BUS SCHEDULING AND ROUTING

**School Bus Scheduling and Routing:** Bus routes will be established under the direction of the Assistant Superintendent for Finance & Facilities in cooperation with the District transportation facilitator.

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

2. **Fixed Stops:** Fixed bus stops will be established using the following guidelines: a. Numbers of students at bus stops will be varied according to the concentration of riders in an area, the degree of traffic, and bus turn-around requirements. b. An effort will be made to minimize crossing of the road by students.
3. **Private Roads:** Transportation will not be provided on roadways that have not been dedicated and/or maintained by town, county, and/or state highway departments.
4. **Turn Arouds:** 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. **District Map:** Maps 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.

Board of Education Policy 8411  
Adopted 09-26-88

### EMERGENCY SCHOOL CLOSINGS

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. It is important to keep school phone lines open. **Parents will be notified regarding emergency closings through our Emergency Response System, School Messenger.** Parents will be contacted by phone and/or email. School closings and delayed starting times will be announced over local radio stations, as well as posted on the district web site, [www.blindbrook.org](http://www.blindbrook.org), and district television stations. The following radio stations will carry information regarding emergency closings:

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

If no report is heard, it can be assumed the schools are opening/closing on time.

### FIRE DRILLS

The Principal or his/her designee is responsible for conducting fire 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. Fire drills will include instruction on fire drill exits and fire alarm boxes, as well as fire drill procedures. Schools are required to conduct 12 fire drills every year. Most are unannounced in order to provide meaningful practice.



All students are expected to cooperate with staff members during fire 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.

### SHELTER DRILLS

Shelter drills are conducted throughout the school year. Shelter drills prepare students and faculty for situations in which they need to find shelter away from windows and glass. The students are well-informed of these drills and are expected to cooperate with staff members. Distracting behavior will be subject to either teacher or administrative disciplinary action, according to the Discipline Code.

## LOCKDOWN and LOCKOUT DRILLS

Lockdown drills are conducted during the school year. These drills prepare students and faculty for situations in which the school needs to be secured due to an intruder in the building. All classrooms are locked and secured while faculty and students remain in the classrooms. The students are well-informed of these drills and are expected to cooperate with staff members. Distracting behavior will be subject to either teacher or administrative disciplinary action, according to the Discipline Code.

Lockout drills are conducted during the school year. These drills prepare students and faculty for a situation in which the school needs to be secured so that no one can get into the building. The students are well-informed of these drills and are expected to cooperate with staff members. Distracting behavior will be subject to either teacher or administrative disciplinary action, according to the Discipline Code.

## SCHOOL VISITORS

In our effort to maintain a safe and secure environment, all school visitors must enter through the school's main entrance, sign in at the security desk, and wear a VISITOR sticker while they are in the building. If you have a meeting with a teacher, please enter through the main entrance as the security monitor will have a list of scheduled meetings.

## SCHOOL HOURS

The regular school day at BMP Ridge Street School is from 8:30a.m. - 3:10p.m. Our instructional day starts promptly at 8:30 a.m. Please make sure that children arrive prior to 8:30 a.m. to give them time to get settled in to start their day. This will help avoid unnecessary anxiety.

Children can be dropped off starting at 7:45 a.m. They will report to the Multi-Purpose Room where they will be supervised by our early arrival staff. At 8:10 a.m., students will be directed to the following locations so they can wait until dismissed to their classrooms:

- Kindergarten students will report to the Multi-Purpose Room at 8:10 a.m. At 8:25 a.m. students will be dismissed to their classrooms by our arrival staff.
- Grade 1 students will report to the Cafeteria at 8:10 a.m. At 8:25 a.m. students will be dismissed to their classrooms by our arrival staff.
- Grade 2, 3, 4, & 5 students will report to the Old Gym at 8:10 a.m. At 8:20 a.m. Grade 5 students will be dismissed to their lockers. Starting at 8:25 a.m, students in grades 2, 3, and 4 will be dismissed to their classrooms by our arrival staff.

Any student who arrives after 8:35 a.m. must sign in at the front desk and will be marked tardy. *If you need any further arrival information, please go to the section marked **ARRIVAL PROCEDURES** for more information.*

Students are dismissed from class at 3:10 p.m. *If you need to pick up your child early, please go to the section marked **DISMISSAL PROCEDURES** for more information.*

Art by Brooke B.  
Grade 3 2009



## ARRIVAL PROCEDURES

### **BUS:**

School buses will run on the first day of school. As always, bus routes start at 7:50 a.m. Bus students usually arrive between 8:15 a.m. and 8:25 a.m. Upon arrival, these students will go to their assigned Grade Level Meeting Area. (See chart below)

<b>Grade</b>	<b>Grade Level Meeting Area</b>
Kindergarten	Multi-Purpose Room
Grade 1	Cafeteria
Grade 2	Old Gym
Grade 3	Old Gym
Grade 4	Old Gym
Grade 5	Old Gym

### **N.B.S.: (Non-Eligible Bus Students)**

*These procedures are ONLY for families who are NOT eligible to use our bus service (as per Board of Education Policy 8410 Adopted 09-26-88, Amended 05-18-04.)*

Our instructional day starts promptly at 8:30 a.m. Please make sure that children arrive prior to 8:30 a.m., to give them time to get settled in to start their day. This will avoid unnecessary anxiety. Children can be dropped off starting at 7:45 a.m. They will report to the Multi-Purpose Room where they will be supervised by our Early Arrival Staff.

Please drive slowly and cautiously while on school grounds, and arrange for children to depart from vehicles on the passenger side. One of our staff members will help your child out of your vehicle. **Please note: Please do not pass the vehicles in front of you at any time. Please stay in line and wait your turn. Once the car directly in front of you moves, please proceed ahead. After you have dropped off your child, please exit with EXTREME CAUTION and watch for signals from traffic monitors.**

All N.B.S. should refer to the chart below and refer to our map for Drop-Off Locations:

<b>Grade *</b>	<b>Drop-Off Location for N.B.S.* (Refer to Map on Page 2)</b>
Kindergarten	Primary Wing
Grade 1	Primary Wing
Grade 2	Primary Wing
Grade 3	Main Entrance
Grade 4	Lower Lot
Grade 5	Lower Lot

*\* If you have more than one child, please use your youngest child's Drop-Off location!*

### **NOTE TO ALL:**

If dropping off after 8:35 a.m., your child will be considered “**late**”, therefore all parents and students must enter through the Main Entrance at the front of the school and “**sign in**” at the front desk. We ask that you DO NOT leave your child unattended and make sure that you escort them into the building to meet our Security Monitor.

## DISMISSAL PROCEDURES

Students are dismissed from class at 3:10 p.m. Students will go directly to their dismissal areas. (See chart below)

<b>Grade</b>	<b>Dismissal Areas</b>
Kindergarten, Grade 1 & Grade 2	Selected classrooms in the Main Office hallway
Grades 3, 4, & 5	Old Gym

**If there are ANY CHANGES to your child's dismissal (i.e.: going home with another child on a bus, going home with another child through N.B.S., or your child is going to be picked-up by you or someone else) your child MUST have a note written by a parent/guardian. If there is NO NOTE, the change will not be honored and your child will go home as usual.**

**BUS:**

When buses arrive, students will be escorted by our staff to their appropriate buses, which are lined up in the front of the school. If no one is home, your child will be brought back to school. If you need to pick up your child on any given day, we are asking that you follow pick-up procedures on the following page.

**N.B.S.: (Non-Eligible Bus Students)**

*These procedures are ONLY for families who are NOT eligible to use our bus service (as per Board of Education Policy 8410 Adopted 09-26-88, Amended 05-18-04.)*

Prior to the first day, you will receive a N.B.S. tag in the mail. Only vehicles with tags will be allowed in the N.B.S. Lanes. In these lanes, you can remain in your car and your child is brought out to you. Please display your tag on your rearview mirror so the Traffic Monitor can easily see it. Please refer to the chart below for N.B.S. pick-up locations. If you do not have a pass, you will be directed to park on the Blacktop or Rain Garden Parking Lot. (See map on page 5)

<b>Grade</b>	<b>N.B.S. and Pick-Up Location * (Refer to Map on Page 5)</b>	<b>Parking Lanes</b>
Kindergarten	Multi-Purpose Room (black on map)	Line up in Rear Lot by Multi-Purpose Room
Grade 1	Multi-Purpose Room (black on map)	Line up in Rear Lot by Multi-Purpose Room
Grade 2	Multi-Purpose Room (black on map)	Line up in Rear Lot by Multi-Purpose Room
Grade 3	Main Entrance (green on map)	Lanes A and B
Grade 4	Lower Lot (blue on map)	Lanes C and D - <i>Once these are full, you may use Lanes A &amp; B</i>
Grade 5	Lower Lot (blue on map)	Lanes C and D - <i>Once these are full, you may use Lanes A &amp; B</i>
<i>* If you have more than one child, please use your youngest child's Pick-Up location!</i>		

**PICK UP:**

If you need to pick up your child at dismissal time (i.e.: you are coming into the school to get them and your child is not taking the bus or N.B.S.), we are asking that you arrive shortly before 3:10 p.m. and park in the designated parking areas so that you may leave enough time to WALK to your child's dismissal area. Please refer to the map and the chart below.

If you are picking up your child any time during the school day PRIOR to dismissal time, please park in the designated parking areas and go to the Main Office to sign them out early.

<b>Grade *</b>	<b>Dismissal Area (Refer to Map)</b>	<b>Closet Parking Lot (So you can park your vehicle and walk to meet your child)</b>
Kindergarten	Primary Wing (red on map)	Blacktop or Visitor Spaces in the front of the building
Grade 1	Primary Wing (red on map)	Blacktop or Visitor Spaces in the front of the building
Grade 2	Primary Wing (red on map)	Blacktop or Visitor Spaces in the front of the building
Grade 3	Main Entrance (green on map)	Rain Garden or Visitor Spaces in the front of the building
Grade 4 **	Main Entrance (green on map)	Rain Garden or Visitor Spaces in the front of the building
Grade 5 **	Main Entrance (green on map)	Rain Garden or Visitor Spaces in the front of the building
<i>* If you have more than one child, please use your youngest child's Pick-Up location!</i>		
<i>** Please note the change in Dismissal Area for Grades 4 and 5.</i>		

## KINDERGARTEN – ARRIVAL AND DISMISSAL

Children should arrive at the classroom at 8:30 a.m. Any child who is dropped off before 8:30 a.m. must wait in the Multi-Purpose room. There is supervision in the Multi-Purpose room from 7:45 a.m. - 8:30 a.m.. The children will be dismissed by the supervising adult at 8:30 a.m. at which time they can come to the classroom. At the beginning of the school year, your child's Kindergarten teacher will pick up the children from the Multi-purpose room until they learn where to go. Children taking buses to school will be met by school personnel upon arriving to school and will be directed to the correct location. **If you bring your child to school after 8:35, you must sign your child in at the front desk at the Main Entrance.** Any child arriving at the classroom after 8:35 will be marked tardy.

The Kindergarten children are dismissed at 2:30 p.m. until October 14<sup>th</sup>. On Monday, at which time they will be dismissed at 3:10 (Please see information below regarding callback). Children who take the bus will be taken to the buses. Children who carpool wait in the Multi-purpose room until their carpool number is called. Carpool usually begins in October. Children who are picked up will be dismissed outside the main entrance.

**If there is a change in your child's dismissal procedure, such as a play date or an after-school activity, you must send a note each time there is a change to notify your child's teacher of the change of plans. We are not allowed to send your child home with another adult without written permission.**

On the occasion that you must pick up your child early from school, you should send a note with your child. When you pick him/her up, you must go to the office and sign your child out. At that time, someone in the office will call the classroom teacher and your child will come to the office to meet you.

### **ARRIVAL AND DISMISSAL REMINDERS FOR EVERYONE!**

- **NO STANDING OR PARKING IN THE FIRE LANE!**
- Parking is allowed on the Blacktop (except during lunchtime from 11:25 a.m. – 1:40 p.m.), in open angled visitor spaces at the front of the building, or in the Rain Garden Parking Lot (former grassy area by entrance). *Please reference the attached map.*
- Lanes A and B will ONLY be available between 9:00 a.m. and 2:00 p.m. for parents who are chaperoning on a field trip or volunteering in the school for an event. (*See map on page 5.*)
- **Parking is NOT permitted in Lanes A and B before 9:00 a.m., or between the hours of 2:00 p.m. and 3:30 p.m.**

## SCHOOL SCHEDULE

Our school runs on a six day cycle – A B C D E F – which allows our students to take advantage of our different specials programs (Physical Education, Art, Music, Computer, and FLES Spanish.)

All classes have an **HRE** period – **H**omeroom **E**nrichment. This is a designated time during the day when students leave the classroom for special programs or services (e.g.: Speech and Language, Occupational Therapy, Academic Intervention Services (AIS) instruction, IMPACT). The students

who remain in the classroom are with their classroom teacher where no new curriculum is introduced, but rather their time is spent for small group instruction and special projects.

All classes are scheduled for “Specials” each day. These Specials classes are: Physical Education, Art, Music, Library, Computer (Grades 1-5 only), Foreign Language in the Elementary School (FLES) Spanish, and Musical Theater (Grade 4 only). Some classes are scheduled for more than one special in a day.

Our K-4 classes are self-contained which means that one teacher teaches several content areas. These content areas include: English Language Arts (ELA), math, social studies, and science.

Our 5<sup>th</sup> grade is departmentalized and follows a nine period day. The following is the 5<sup>th</sup> grade schedule:

Grade 5 Schedule

1 <sup>st</sup> Period (Homeroom)	8:40 – 9:20
2 <sup>nd</sup> Period	9:22 – 10:02
3 <sup>rd</sup> Period	10:04 – 10:44
4 <sup>th</sup> Period	10:46 – 11:26
5 <sup>th</sup> Period (LUNCH)	11:28 – 12:18
6 <sup>th</sup> Period	12:20 – 1:00
7 <sup>th</sup> Period	1:02 – 1:42
8 <sup>th</sup> Period	1:44 – 2:24
9 <sup>th</sup> Period (HRE)	2:26 – 3:06

KINDERGARTEN CALL BACK SCHEDULE

Our Kindergarten Call Back Program allows your child’s teacher the opportunity to expand and enrich the morning Kindergarten program, providing more opportunity in the afternoon for assessment of skills and small group instruction in reading, writing, and numeracy. During this small group time, the students play and work together while fostering problem solving techniques and hands-on investigations.

The Call Back Program allows our Kindergarten students to attend both full-day and half-days of school. Half the class will stay while the other half will go home. When half the class stays in the afternoon, the teacher and students get to know one another and a bond begins to grow – this is especially important during those first few weeks of school.

Your child will be assigned a “Monday/Tuesday” Call Back or a “Wednesday/Thursday” Call Back. The Call Back schedule is as follows:

Monday/Tuesday Call Back		Wednesday/Thursday Call Back	
Monday	8:30 a.m. – 2:30 p.m.	Monday	8:30 a.m. – 12:00 p.m.
Tuesday	8:30 a.m. – 2:30 p.m.	Tuesday	8:30 a.m. – 12:00 p.m.
Wednesday	8:30 a.m. – 12:00 p.m.	Wednesday	8:30 a.m. – 2:30 p.m.
Thursday	8:30 a.m. – 12:00 p.m.	Thursday	8:30 a.m. – 2:30 p.m.
Friday	8:30 a.m. – 12:00 p.m.	Friday	8:30 a.m. – 12:00 p.m.

Rye Brook Rec offers a child care program, "Kinderplay", for children whose parents are unable to pick them up at noon during the call back period. For more information on Kinderplay, please contact the Main Office at ext. 3027.

The Kindergarten Call Back Program is in place until October 14, 2011. Starting on Monday, October 17, 2011 all of the children stay until 3:10 everyday.



Art by Charlotte S  
Kindergarten 2009

#### REPORTING STUDENT ABSENCE

Parents/Guardians are required to call the school nurse at ext. 3050 if their child is absent from school as well as sending in a note regarding their absence. Parents are asked if possible to please try to schedule all appointments outside the school day so students do not miss instructional time.

#### STUDENT LATENESS

Students who enter the school building after 8:35am must sign in at the security desk in the main lobby. If students do not sign in when they are late, they will be marked absent. Parents are asked if possible to please try to schedule all appointments outside the school day so students do not miss instructional time.

#### EARLY DISMISSAL

If it is known before the student comes to school that he/she will need to leave early, he/she should bring a note from a parent or guardian giving the reason for and the exact time of the desired early dismissal. Afternoons can get very busy in the main office. Please have all requests in as early in the day as possible.

#### MESSAGES TO STUDENTS

We ask that parents minimize the number of messages they leave for students. Anything important that students need to know for the day should be discussed before coming to school in the morning. Of course, if there is an **urgent need** to relay a message to a student, parents may call the Main Office at ext. 3029 or ext. 3027.

#### LOST AND FOUND

Any student who loses articles should go to the Lost and Found bin located in the Primary Lobby (outside the multi-purpose room). Anyone who finds articles should check to see if there is a name inside. If there is a name on the item, please bring the item to the Main Office. If there is no name, please bring to the Lost and Found bin.

#### COPY MACHINE

A copy machine is located outside the Main Office. Parents and students are not permitted access to office copy machines in the Main Office.

### USE OF SCHOOL LIFT

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

### BICYCLE RACK

There are two bicycle racks on the Ridge Street property. One can be found in the front of the school, outside the main entrance. The other can be found by the playground. Students are expected to provide and use their own locks to secure their bicycles. The school is not responsible for lost or stolen bicycles.

### FOOD AND DRINK

Food and drink may be consumed at lunchtime in the cafeteria and at snack time in the classrooms. We are asking that ALL K-5 students bring in their own snack. However, food /drinks are not permitted in the computer lab. Students may bring bottled water only to classes.



**WE ARE A NUT AWARE SCHOOL! *NUT ALLERGIES: Students should not bring peanuts, peanut butter or any other nut products to school or school events. If there is a situation or possibility where nuts are brought into the school, please contact the school nurse immediately.***

*If your child must have a lunch containing nuts, we have a “peanut table” located in the lunchroom. Any child bringing a product at lunchtime containing nuts can sit with a friend (who does not have a nut allergy) at the peanut table.*

We welcome you to celebrate your child’s birthday with them at school. If you plan to bring in a “treat”, PLEASE REFRAIN from bringing in any foods containing or made with nuts of any kind.

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. Students are expected to place all recyclable items in the recycling bin. There are bins located all around the school – in every classroom, in designated hallways, and in the lunchroom.

### NutriKids – Point of Sale Lunch Program

Blind Brook will be using a “Point of Sale” lunch program provided by NutriKids. Students at the Bruno M. Ponterio Ridge Street School will use a PIN number at the cafeteria. Lists of class rosters with PIN numbers have been distributed to teachers. Adults with lists will be on hand to assist students who need ID information. If, for some reason, a child does remember his/her PIN number, cashiers can look up your child by his/her name.



Parents can set up an account via the NutriKids parent portal: <https://www.mynutrikids.com/Login.aspx> If you wish to do this, you will need your child's Student ID #. Please email our Director of Technology, Mr. Colin Byrne at [cbyrne@blindbrook.org](mailto:cbyrne@blindbrook.org) and he will send you the appropriate information. You may also contact Mr. Byrne at ext. 3041.

Questions regarding payment should be directed to the Blind Brook Business Office at ext. 3026. *Cash will still be accepted if you do not wish to participate in the NurtriKids program.*

## 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.

## RECYCLING

BMP Ridge Street School is making a concerted effort to recycle. There are recycling containers in every classroom, in the lunchroom, and at various locations around the school building. We strongly encourage you to speak with your children about the importance of recycling and continue to make them aware of materials that can be recycled.



Art by Tommy C.  
Grade 2 2009

## DISRUPTIVE 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:**

- Skateboards
- Rollerblades
- Rollers on shoes
- Gameboy
- Hand-held video games
- iPods/ iTouch/ etc.
- Any item (toys, etc.) that resemble a weapon of any kind
- Toys and collectibles (Silly Banz, trading cards, etc.) These items should be left at home.

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

- The cell phone must be OFF and OUT OF SIGHT during the school day, which includes lunch and recess.
- ***Cell phones that are visible, audible or otherwise in use during the school day will be confiscated for parent pick-up.***
- The school is NOT responsible for lost or stolen cell phones.

**Cameras/Recording Devices:** These may be used in class only with prior approval of the teacher.

**Hats:** Hats are not permitted to be worn inside the school building.

This list is not exclusive and any other item that is unsafe or disruptive to the educational process or unsafe will be prohibited. Students bring personal possessions, inclusive of Nooks, Kindles, and iPads, to school at their own risk. 5<sup>th</sup> grade lockers should be kept locked at all times.

## PHONE USE

All phone calls made by students during the school day should be made in the main office. Students are not allowed to use their cell phone during the school day. The cell phone must be OFF and OUT OF SIGHT during the school day, which includes lunch and recess. ***Cell phones that are visible, audible or otherwise in use during the school day will be confiscated for parent pick-up.***

## CARE OF BOOKS

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



Art by Marley T.  
Grade 2 2009

## 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.

## **BMP Ridge Street School Curriculum Overview**

### ENGLISH LANGUAGE ARTS – BALANCED LITERACY PHILOSOPHY

Balanced Literacy incorporates all reading approaches realizing students need to use multiple strategies to become proficient readers. It provides and cultivates the skills of reading, writing, thinking, speaking and listening for all students. Our Balanced Literacy Program includes:

- Modeled Reading (Reading Aloud) and Modeled Writing
- Shared Reading and Shared Writing
- Guided Reading and Guided Writing
- Independent Reading and Independent Writing

Our teachers have had the opportunity to work with literacy consultants to look at long term goals and short term goals, organize and plan grade level curriculum, and keep our teachers in touch with best practices and current research.

#### READING AND READING BENCHMARKS:

Reading is a complex process through which readers actively construct meaning and connect with others' ideas. The reading process requires readers to relate prior knowledge and personal experiences to written texts; respond to texts in aesthetic and critical ways; recognize and appreciate print as a cuing system for meaning; and understand words, their variations, and their contexts. Students should recognize that what they hear, speak, write, and view contributes to the content quality of their reading experience.

Proficient readers use a repertoire of strategies (including phonics, context clues, and foreshadowing) that enables them to adapt to increasing levels of complexity, and develop lifelong habits of reading and thinking. A diversity of materials provides students with opportunities to grow intellectually, socially, and emotionally as they consider universal themes, diverse cultures and perspectives, and the common aspects of human existence. The study of literature allows students to return to the materials and reconstruct meaning as they examine their own reading along with the writer's shaping of text and the cultural, historical, and psychological contexts for composing.

#### WRITING:

Writing is a complex process that may be used for self or other communication, expression, and learning. Proficient writers have a repertoire of strategies that enables them to vary forms, style, and convention in order to write for different audiences, context, and purposes. The overall goal of our writing program is to prepare students to respond to any on-demand kind of writing an employer, an institution of higher learning or real-life experience requires of them.

Writing activities should include opportunities for students to think about their ideas and feelings and the events and people in their lives. Through writing, students are able to describe experiences in the lives of others. Students should be helped to understand the recursive nature and shifting perspectives of the writing process, and should be encouraged to take risks, collaborate, and reflect as they compose increasingly complex texts. Students should be taught strategies that will assist them in writing clearly and in crafting their texts with appropriate conventions of spelling, grammar, and punctuation as they revise, edit, and publish. They should learn to examine their writing not only as a

product, but as a mode of thinking. They should recognize that what they hear, speak, read, and view contributes to the content and quality of their writing. Writers need to be able to complete projects for a variety of purposes.

### ENGLISH LANGUAGE ARTS – WILSON READING PROGRAMS

The *Wilson Reading System* explicitly and systematically teaches students how to fluently and accurately decode and spell. Unlike traditional phonics programs, Wilson instruction is very interactive and multisensory.

*Wilson Foundations* is implemented in Grades K-3. It is a supplemental phonics/spelling program delivered to all students in 25-30 minute daily lessons. *Wilson Foundations* is used with our existing literature-based reading instruction to provide a comprehensive language arts program. The program addresses each of the five essential components for reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension.)

### MATHEMATICS - EVERYDAY MATHEMATICS

*Everyday Mathematics* is implemented in grades K-5 and is an interactive, hands-on approach to learning mathematics. *Everyday Mathematics* began as a result of the research at the University of Chicago School Mathematics Project (UCSMP) in 1985. It was developed in order to enable children in elementary grades to learn more mathematical content and become life-long mathematical thinkers. Concepts are more fully understood after repeated exposure. The Program Goals are organized and extend across all grade levels: number and numeration operations and computation, patterns, functions, and algebra, geometry, measurement, and data and chance.

“...Students have different abilities, needs, and interests, yet everyone needs to be able to use mathematics in his or her personal life, in the workplace, and in further study. All students deserve an opportunity to understand the power and beauty of mathematics. Students need to learn a new set of mathematics basics that enable them to compute fluently and to solve problems creatively and resourcefully...” NCTM (National Council of Teachers of Mathematics.) Our goal at Ridge Street is that our students leave us with a deeper understanding of mathematics, not just an understanding of mathematics on the surface level.

### SCIENCE



Art by Emma S.  
Grade 2 2009

Our teachers are currently piloting two different hands-on, investigative science kits - *FOSS* and *Science 21* - in our classrooms.

*FOSS* – Full Options Science System - is a research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California at Berkeley. It is also an ongoing research project dedicated to improving the learning and teaching of science. The *FOSS* program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. Development of the *FOSS* program was, and continues to be, guided by advances in the understanding of how youngsters think and learn. The best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses.

The FOSS program was created to engage students in these processes as they explore the natural world.

SCIENCE 21 is an integrated K-6 science curriculum developed locally and regionally at the Putnam/Northern Westchester BOCES. It is a science program designed by teachers for teachers. It is linked to the *New York State Learning Standards for Mathematics, Science and Technology*. The program's major emphasis is on investigations that are student directed and relevant to students' everyday lives. The program's main focus is on hands-on, inquiry-based science, and math, language arts and technology are integrated at points where they fit naturally. SCIENCE 21 achieves a balance between process and content, and is supported by kits and staff development.

### SOCIAL STUDIES

As we take a closer look at our social studies curriculum, some of our teachers have begun to pilot an Integrated Social Studies/English Language Arts Curriculum through the Putnam/Northern Westchester BOCES Curriculum Council. The New York State Learning Standards for Social Studies and English Language Arts, and the New York State Education Department Social Studies Scope and Sequence Content Understandings were used as a framework for unit development. The curriculum is based on child-centered learning experiences and connected to the local, regional, and state communities. The curriculum includes models at the primary level of the types of questions found on the past New York State Fifth Grade Assessments: Multiple Choice Questions, Constructed Response Questions and Document Based Questions. All of the skills identified by the New York State Education Department in Social Studies and English Language Arts that a child in the primary grades should possess are also incorporated into the lessons. These include: encouraging higher order thinking skills, involving collaborative learning, using information sources that could not be found elsewhere, or are not as rich, engaging the research spirit, utilizing real-time data, and having real world connections.

### INSTRUCTIONAL SUPPORT TEAM (IST)

The Instructional Support Team (IST) is comprised of administrators, teachers, and student support providers (e.g.: school psychologists, guidance counselors, AIS teachers, Occupational Therapists, etc.) The members of IST will support teachers for the purpose of implementing strategies in the classroom for any student who needs additional help, whether it is academic support or behavioral support. The classroom teacher will inform the student's family if he/she decides to seek help from the IST.

### ACADEMIC INTERVENTION SERVICES (AIS)

What are Academic Intervention Services? Academic Intervention Services (otherwise known as AIS) have been mandated by the state to help students achieve the state learning standards in English language arts and mathematics in grades K-12. The services include additional instruction that supplements the general curriculum and provides students with the skills that 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. 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 the students' individualized education plans.

#### Academic Intervention in English Language Arts

Students who score below the designated performance levels on state and NCLB assessments in English Language Arts, and those at risk of not meeting State standards as indicated through district-adopted criteria which will include multiple assessments/sources of evidence are eligible for participation in the program. Students will end their participation in the program when the level of their knowledge and skill meets the exit criteria set for them at entry.

#### Academic Intervention in Mathematics

Students who score below the designated performance levels on state and NCLB assessments in mathematics, and those at risk of not meeting State standards as indicated through district-adopted criteria which will include multiple assessments/sources of evidence are eligible for participation in the program. Students will end their participation in the program when the level of their knowledge and skill meets the exit criteria set for them at entry.

### ESL/ELL

English as a Second Language (ESL) 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. The ELL (English Language Learner) teacher in our district is Jane Giard. You may contact her at [jgiard@blindbrook.org](mailto:jgiard@blindbrook.org)

### PARENT-TEACHER CONFERENCES AND REPORT CARDS

There are four reporting periods where you will be given feedback on your child's progress:

November – Parent-Teacher Conferences

January – Report Card

April – Parent-Teacher Conferences

June – Report Card

In grades K-4, there will be a sign up sheet for parent-teacher conferences during Open House (in September/October.) Any families interested in meeting with the 5<sup>th</sup> grade teachers should contact Kathy Gerber, our school's guidance counselor, at ext. 3049.

### STANDARDIZED TESTING\*

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

1. The English Language Arts Assessment and the Mathematics Assessment are have been proposed by the New York State Education Department to be administered to Grades 3-5 from late April to early May.
2. The Science Assessment is administered to Grade 4 in late May and early June.

**Please note that our 5<sup>th</sup> graders will no longer be taking the NYS Grade 5 Social Studies Assessment.**

*\*The results of these tests are important to individual students and may determine placement in Academic Intervention Services. Data is also used to analyze the effectiveness of the district's programs in meeting state learning standards.*

## 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 fullest potential in the most advantageous educational setting. The district plan for special education represents a continued commitment to provide educational programs to its handicapped students through a continuum of services.

The Board of Education will ensure that pupils with handicapping conditions residing in the district have the opportunity to participate in school district programs and activities that are available to all other pupils enrolled in the district. A pupil with a handicapping condition shall be provided with appropriate special education.

- a. To the maximum extent appropriate, pupils with handicapping conditions shall be provided special education in the least restrictive environment.
- b. A pupil with a handicapping condition shall be provided the special education determined by the Board of Education to be necessary to meet the pupil's special educational needs.
- c. Handicapped pupils 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 pupils shall be limited to assure that instruction provides each pupil appropriate opportunities to achieve his or her annual goals. The learning characteristics of pupils 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 pupil shall be considered prior to placement in any instructional group to assure that the social interaction within the group is beneficial to each pupil, contributes to each pupil's social growth and maturity, and does not consistently interfere with the instruction being provided. The social needs of a pupil shall not be the sole determinant of such placement.
  3. The levels of physical development of such pupils may vary, provided that each pupil 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 pupil shall not be the sole basis for determining placement.
  4. The management needs of such pupils may vary, provided that environmental modifications, adaptations, or human material resources required to meet the needs of any one pupil in the group are provided and do not consistently detract from the opportunities of other pupils in the group to benefit from instruction.

Board of Education Policy  
4321 Adopted 09-26-88

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

## STUDENT FUND-RAISING OPPORTUNITIES

Fund-raising projects, in which students canvass the public, off school grounds, in connection with school events and school-connected money-raising activities, will be kept to a minimum. Students may solicit funds for school-sponsored charitable, non-profit, non-political organizations with prior approval of the Activity Program Advisor, the Building Principal and the Superintendent of Schools. However, fund-raising for non-school purposes is not permitted on school grounds. Additionally, students may solicit funds for school-sponsored clubs and organizations that are raising funds for curriculum-related purposes or to support the activities of the club or organization in school buildings only with prior approval of the principals of such buildings. All monies collected must be accounted for in strict accordance with procedures established by the State Education Department.

Fund raising by community or adult groups for school-related purposes may be permitted on school grounds only with the express permission of the building principal and the Superintendent of Schools.

Legal Reference: Education Law 207, 8 NYCRR, 172.1 et seq.

Board of Education Policy

5251 Adopted 09-26-88

## 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 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.

### PRINCIPAL COFFEES

The Principal meets with parents of students in grades K-5 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.

### COMMITTEE ON SPECIAL EDUCATION

The CSE/CPSE Chairperson 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. 3020.

### SPECIAL PROGRAMS FOR PARENTS

The school, frequently in cooperation with the PTA, offers periodic opportunities for parents to be provided information useful in guiding their children's education. These are announced as they are developed. Examples of the topics of these ongoing programs are: substance abuse, Internet safety, parent/child relationships, and issues in adolescent development.

# **STUDENT BEHAVIORAL EXPECTATIONS AND CONSEQUENCES**

## **DISTRICT ATTENDANCE POLICY**

The School District believes that a student's regular attendance in class is critical and is directly related to academic success. To ensure that all parents/persons in parental relation and students are fully informed of the District's attendance policy and the implementation of the intervention strategies to be employed once a student with poor attendance is identified, the District shall ensure that:

- Copies of the District's Comprehensive Student Attendance Policy are provided to parents/persons in parental relation at the time of enrollment in the District.
- Copies of the Attendance Policy are included in parent/student guidebook.
- Copies of this policy are made available to any community member, upon request, and posted on the District web site.

To support this philosophy, and in accordance with Education Law, Section 3205 and Commissioner's Regulations Section 104.1, the Blind Brook-Rye Board of Education has developed and adopted the following attendance policy in order to improve student attendance.

### **DEFINITION OF ATTENDANCE TERMS**

All absences will be recorded daily by classroom teachers. Absences will be defined as excused or unexcused. All excused absences require the presentation of appropriate documentation to the nurse or the attendance office within 24 hours of the absence.

Additionally at the high school level, the term absences shall also refer to the following circumstances:

- (1) a student's failure to attend any or all of his or 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 of more than ten (10) minutes to 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 or 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 Absences are those absences attributable to:
  - Sickness
  - Sickness or death in family
  - Military obligations
  - Required attendance in court
  - Dental/medical appointments
  - Visits to colleges (Beyond 4 for Junior Year and 4 for Senior Year)
  - Religious holidays

Supporting documentation must be presented for each of the above listed types of absences to be considered excused, e.g., doctor, court officer or parent, etc. Failure to provide such documentation within 24 hours of the absence will result in the absence being designated as unexcused. In order for a student illness to be considered

excused after a student has been absent for any reason 9 times in a full year course or 5 times in a half year course a doctor's note must be provided for subsequent illnesses. In order for a student illness to be considered excused after a student has been absent 4 or more consecutive days a doctor's note is required.

- Unexcused Absences are undocumented absences and all other absences such as: truancy, family vacation, babysitting, oversleeping or missing a bus. These are considered cuts. At the high school level, students who are deemed to be cutting will be required to attend detention after the third such instance and for each unexcused absence thereafter. Missing a detention will result in the student's being assigned a double detention.
- School Related Functions are events that are considered part of school and include but are not limited to: field trips, band or music lessons, assembly programs, scheduled sports, the nurse's office, guidance, school psychologist or other school offices, special testing, etc. In addition, high school students may also avail themselves of up to four college visits in their junior year and four college visits in their senior year and, with documentation from the college or a parent presented within 24 hours of the visit, this too is considered a school related function.

**Note:**

- Failure to report to a double detention will result in a one day in-school suspension.
- Teachers are not obligated to provide make-up tests or accept homework or other assignments for students who have missed class due to cutting or unexcused absence.

## **ATTENDANCE REQUIREMENTS**

Attendance is part of a student's permanent record and is one of the most vital components of a successful academic career. Included in the absence record are excused and unexcused absences.

Final grades will not be recorded for classes in which no credit is earned and students will not be permitted to take the final examination. Teachers and school counselors will work in concert with the school attendance office to help students maintain good attendance and improve upon poor attendance.\* (See Intervention Strategies)

## **LATENESS TO CLASS**

If a student is late to class in the middle school or high school without a signed note from a teacher, counselor, nurse or administrator, classroom teachers will use their discretion in assigning penalties. These penalties will be discussed by the classroom teacher at the beginning of the year.

## **LOSS OF CREDIT**

Students will receive credit for courses only when their class absences have not exceeded 18 absences for full credit courses, 9 absences for half credit courses and 5 absences in a .25 credit course or 10% of the total number of days the class meets. Included in the class absence record are excused and unexcused absences.

## **EXCEPTIONS**

The only missed classes which will not count toward the 18, 9 or 5 absences rule are those due to medical excuses and school related functions, provided the work is made up as described in Make-Up Provisions For Grades.

## PARENT AND STUDENT NOTIFICATION PROCESS

- Parents/persons in parental relationship will receive a telephone call from the District on the date that the student is absent or departs early without proper excuse, informing the parent of the student's absence or early departure.
- Parents/persons in parental relationship will be notified if there is a pattern of tardiness to school or a particular class(es).
- Parents/persons in parental relationship shall be notified of absences, whether excused or unexcused, as set forth on page 5 under "Intervention Strategies."

## THE APPEAL PROCESS

- Students will automatically be denied credit when they have exceeded the 9<sup>th</sup> or 18<sup>th</sup> absence limit in .50 and 1.0 credit courses, respectively (10% of class meeting time).
- Students wishing to have this denial of credit reviewed must notify their school counselor using the official absence appeal form. An appointment for the appeal will then be arranged.
- Appeals will not be heard by the appeals committee until the middle of the final quarter of the class.
- The appeals committee is comprised of the building principal, the student's counselor and the teacher of record.

## REPORTING SCHOOL ABSENCES

If a student is going to be absent from school, his or her parents or guardian is required to notify the school by calling the school nurse to document the reason for the absence. If this has not been done, students are expected to bring a note signed from their parents explaining the absence.

At the elementary school level parents are asked to call the school at the beginning of the school day to report their children absent for the day. The school will make phone calls to the homes of the parents of absent children who have not notified the school of their children's absences. The building administrator will send a letter home if a pattern of excessive or unusual absences occurs.

Middle school/high school parents may also call the respective school attendance office.

At the high school level, if the parent does not notify the school within 24 hours, the absence will be considered a cut, and the student will be required to attend detention.

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. Excuses must be submitted to the attendance or nurse's office at the beginning of the school day the student wishes to be excused. **Excuses will not be accepted after the fact.** Students who are excused from school during the day (for medical, dental or college appointments, etc.) must sign in and sign out in the attendance or nurse's office. Parents are asked, if possible, to please try to schedule all appointments outside the school day so students do not miss instructional time.

If a student feels ill or wishes to be excused, he/she must report to the nurse's office for permission to leave school. If the nurse is not in her office, students should report to the assistant principal to get the appropriate permission. Under no circumstances should a student leave school without following this procedure. If for any other reason a student wishes to leave the school building, he/she must go to the attendance office or the

assistant principal's office for permission. If a student does not return from lunch because of illness, the student's parent/guardian is required to contact the school, otherwise the student is considered to be cutting.

## **INTERVENTION STRATEGIES**

In an effort to identify those students who demonstrate poor attendance, District personnel shall review student attendance on a regular basis, as previously outlined. The following intervention strategies will be implemented upon identifying a student with poor attendance.

- At the high school level, teachers will notify the student's counselors and the principal or assistant principal when the student reaches the 5<sup>th</sup>, 10<sup>th</sup> and 15<sup>th</sup> absences in one credit courses and the 5<sup>th</sup> absence in a one half credit course. The student's parent/person in parental relation shall be likewise notified by the District of such absences by registered mail. A conference between the student, teacher and counselor shall be held upon the student's 5<sup>th</sup> absence in a one credit course to discuss the reasons behind such absences and the possible consequences of same, up to and including the denial of course credit. A conference between the student, parent/person in parental relation, counselor and an administrator shall be held upon the student's 10<sup>th</sup> and 15<sup>th</sup> absences in a one credit course and/or upon the 5<sup>th</sup> absence in a one half credit course to discuss the reasons behind such absences and the possible consequences of same, up to and including the denial of course credit.
- In addition to the above, teachers will also notify the student's counselor and the principal or assistant principal when the student reaches four (4) or more absences per quarter. The student's parent/person in parental relation shall be likewise notified by the District of such absences by registered mail. Any student with more than four (4) absences in a quarter may be required to bring a parent into school for a conference with school officials.
- At all levels, students' attendance will be actively monitored and parents will be notified by the school if a pattern of poor attendance appears to be emerging.

## **INTERVENTION STRATEGY PROCESS**

- The District-wide Instructional Study Team shall review the District's attendance policy on an annual basis, including its then current intervention strategies, and provide the Board of Education any recommendations and alternatives thereto designed to improve student attendance and reduce unexcused absences.
- During the course of the school year, if the District-wide Instructional Study Team identifies a pattern of unexcused absences among the District's students, it shall identify the common themes/elements of the pattern (e.g., grade level, building, time frame, type of unexcused absences, tardiness or early departures), contact the District staff in the best position to intervene, discuss intervention strategies to reduce such unexcused absences and end the pattern, recommend intervention to the Board and/or Superintendent if it relates to change in District policy or procedure, implement changes, as approved, and monitor and report on the effect of the implemented changes.
- The following individuals in each school building are responsible for reviewing student attendance records and initiating appropriate action to address unexcused absences, tardiness, and early departures that are consistent with this policy.
  - (1) Building Principal(s)
  - (2) Attendance Officer and any other building designees
- The Instructional Study Team from each building and any Superintendent designees will comprise the District-wide Instructional Study Team.

## **LATE POLICY**

When students are late to school in the morning, they must first report to the attendance office for a late pass. Students who are late for their first period class are considered unexcused unless a note from parents is presented to the attendance office. Students who are more than 10 minutes late to a class will be considered cutting. Students, who are detained by a teacher and therefore late for the next class, should secure a late pass that will admit them to their next class from the dismissing teacher.

## **ATTENDANCE POLICY FOR LEARNING CENTER**

Attendance in the learning center will be handled in the same manner as all other classes. In addition, if a student accumulates five unexcused absences for the learning center, a parent and student conference with the learning center teacher, the director of pupil personnel services 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.

## **ATTENDANCE INCENTIVES**

In order to encourage student attendance, the District will develop and implement grade-appropriate/building level strategies and programs including, but not limited to:

- Classroom acknowledgement of the importance of good attendance (e.g., individual certificates, recognition chart, bulletin boards)
- Acknowledgements in school newsletters and community publications (with parent/person in parental relation consent)

## **GRADES AND COURSE ATTENDANCE**

The Blind Brook Public Schools recognize the important relationship between class attendance and student performance. A class participation grade will be determined for each student in every class. No participation grade can be recorded if a student is absent. Therefore, it is to the student's advantage to have as many participation grades on record as possible. Consequently, for each marking period a certain percentage of a student's grade will be based on classroom participation. This will be discussed by the classroom teacher at the beginning of the year and outlined in the teacher's grading policy.

## **MAKE-UP PROVISIONS FOR GRADES**

### **Participation Grades**

Students who are unable to attend a class on a given day/period due to their participation in a school related function and who arrange with their teachers to make up any work missed, shall, upon the completion of any make-up work assigned, be given credit for class participation for the day/class missed. This also applies to any student who is absent from school due to illness who either receives home instruction from the district or makes arrangements with the teacher to makeup the work missed.

Any student who misses a class is expected immediately upon his or her return to identify the material covered. If the absence is excused, the student may earn his/her classroom participation grade by arranging for an assignment with the teacher to cover the work missed.

### **Performance Grades**

Only those students with excused absences will be given the opportunity to make up a test and/or turn in a late assignment for inclusion in the calculation of the performance portion of their final grade. Make-up opportunities must be completed by a date specified by the student's teacher for the class in question.

# **BLIND BROOK ELEMENTARY/MIDDLE/HIGH SCHOOL**

## **CODE OF CONDUCT (abridged version)**

### **I. INTRODUCTION**

The Board of Education is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal. The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

Under Project S.A.V.E. and in Board policy, the Board of Education recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the Board adopts this code of conduct. Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

### **II. STUDENT DRESS CODE**

Individual students and parents have the responsibility for student dress and general appearance. Students are required to attend school in appropriate dress that meets health and safety standards and does not interfere with their own education, distract others, or interfere with the educational process. The type of clothing one may wear to a social function is not always appropriate to wear to school. We ask parents and students to exercise discretion.

Students may be asked to wear appropriate protective gear in certain classes (i.e. home economics, shop, PE). Hats, clothing and attire which have an expression (phrase, design, word or words) or insignia (picture, symbol, patch or pin) which are obscene or libelous (that is, which contain objectionable language, including insults, whether directed to themselves or others), or which advocate racial or religious prejudice are forbidden. Hats may not be worn inside the elementary school. Footwear must be worn at all times in all schools. Footwear that is a safety hazard will not be allowed. A student's dress, grooming and appearance (including hair style/color, jewelry, make-up and nails) shall not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions, i.e. undergarments such as bra straps and boxer shorts must not be visible and abdomens must be covered at all times. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

Each building principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical,

replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline. The parent/guardian will be notified and students will be responsible for any work missed as a result of having to leave and return to school. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline.

### III. STUDENT CONDUCT AND SELF-DISCIPLINE

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment. The best discipline is self-directed and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior

Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his/her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in the classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

### IV. TEACHER PROCEDURES FOR REMOVAL OF DISRUPTIVE/VIOLENT STUDENTS (S.A.V.E. Legislation)

On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed. Only after the informal discussion may a teacher remove a student from class.

It has been the practice and policy of district teachers to handle discipline in their classrooms and to use good judgment and discretion. Should elementary school students be removed from the classroom by the teacher, they will see the assistant principal and/or the school counselor regarding the disruption. Depending on the severity of the disruption, the principal or the principal's designee will follow levels 1, 2, 3 or 4 in the discipline system misconduct/response structure in this policy. The teacher must, however, explain to the student why he or she was removed from the classroom (during the principal or principal's designee's review) and give the student a chance to present his or her version of the relevant events within 24 hours.

The teacher must complete a district-established disciplinary removal form (see appendix) and meet with the principal or his/her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee on the next school day.

Within 24 hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents that the student has been removed from class and why. Notification must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for removal.

If parents request an informal conference, the principal may require the teacher who ordered the removal to attend. If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal or the principal's designee may overturn the removal of the student from class if the principal determines the charges against the student are not supported by substantial evidence.

The principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less. Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom (see Alternative Instruction). Each teacher must keep a log of referrals for cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

## V. ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by a teacher, the district will provide alternative means of instruction. The classroom teacher who asked for removal of the student will provide either materials or assignments for the student.

## VI. REPORTING VIOLATIONS

All students are encouraged to promptly report violations of the code of conduct to a teacher, guidance counselor, the building principal or his or her designee. Any student observing another student possessing a weapon, alcohol or illegal substance on school property or at a school function should report this information immediately to a staff member, an elementary school administrator or designee or the superintendent. All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their administrator, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

## VII. DISCIPLINARY PROCEDURES, REFERRALS AND PENALTIES

### A. Procedures

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial.

As a general rule, discipline will be progressive. In all instances, “due process” will be enacted.

### Referrals

1. A discipline referral form must be completed by any staff member who is reporting an infraction of the student discipline code. The staff member describes the event and indicates previous actions taken to address the issue. The referral is forwarded to an administrator (the Assistant Principal in most instances). The administrator reviews the description of the incident, conferences with the student, and determines the appropriate consequence following the guidelines of the School Discipline Code. Administrative actions are indicated on the referral accompanied by a written response. Copies of the referral are sent to the parent(s), the referring teacher, the guidance department and a copy is maintained in the student’s discipline file.
2. PINS petition – The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:
  - a. being habitually truant and not attending school as required by part one of Article 65 of the Education Law
  - b. engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school
  - c. knowingly and unlawfully possesses marijuana or any other drug in violation of Penal Law 221.05. A single violation of 221.05 will be a sufficient basis for filing a PINS petition.

### Penalties

The degree of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

1. Detention – Teachers, principals and the superintendent may use detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.
2. Suspension from transportation – If a student does not conduct himself/herself properly while awaiting the arrival of or departing from a school bus or while riding on said bus, the bus driver is expected to bring such misconduct to the building principal’s attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student’s parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student’s education. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law 3214. However, the student and the student’s parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal’s designee to discuss the conduct and the penalty involved. A suspension from transportation may

constitute a “change in placement” for a student who has been classified as disabled, if the student’s Individualized Educational Program (IEP) specifies that transportation must be provided. In such cases, transportation suspensions for misconduct related to a disability are limited to the same extent as suspensions from school under similar circumstances.

3. Suspension from athletic participation, co-curricular activities and other privileges – A student subjected to a suspension from athletic participation, co-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law 3214. However, the student and the student’s parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.
4. In-school Suspension – The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in “in-school suspension”. Whenever possible, the in-school suspension teacher will be a certified teacher. A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law 3214. However, the student and the student’s parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.
5. Suspension - a student may be suspended by the Building Principal, Superintendent, or the Board of Education when:
  - a. A minor is insubordinate or disorderly or whose conduct otherwise endangers the safety, morals, health or welfare of others;
  - b. A minor whose physical or mental condition endangers the health, safety or morals of himself/herself or of other minors.

A student may be suspended for up to five days. The student must be given oral and written notice of the charges and be provided with an opportunity to present his/her perception of the incident(s). Any suspension beyond five days requires a Superintendent’s hearing at which the student and the person in parental relation have the right to be represented by an attorney, the right to present witnesses and other evidence on their behalf, and the right to cross-examine witnesses against them.

6. Teacher Disciplinary Removal of Disruptive/Violent Students

7. Prohibition of Corporal Punishment

No employee or agent of the Blind Brook-Rye U.F.S.D. shall use corporal punishment against a pupil. Corporal punishment means any act of physical force upon a pupil for the purpose of punishing that pupil. The use of reasonable physical force for the following purposes is permitted:

- a. to protect oneself from physical injury
- b. to protect another pupil or teacher or any other person from physical injury
- c. to protect the property of the school or others
- d. to restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school district functions, if that pupil has refused to comply with a request to refrain from further disruptive acts.

D. BLIND BROOK ELEMENTARY/MIDDLE/HIGH SCHOOL STUDENT DISCIPLINE SYSTEM MISCONDUCT/RESPONSE STRUCTURE

1. Level I - Misbehaviors classified in this level represent relatively minor infractions of established procedures that regulate the orderly operation of the school and its educational process. The frequency of their occurrence shall determine the appropriate disciplinary response and their reclassification at a higher level.

Infraction

Optional Responses

Littering

Verbal reprimand

Neglecting to return required forms

Analytic discourse

Violating general rules and regulations as outlined in the Student Handbook

Procedures

Supervised study to be assigned at teacher's discretion

Failure to be prepared with class materials and supplies

The supervising staff member or observer immediately intervenes and applies the most appropriate disciplinary option

Conflict resolution

Counseling

Non-defiant failure to complete assignments, carry out teacher directions

Since the frequency of occurrence determines subsequent responses to the same behavior, staff member should retain a record of offenses and action taken

Parental notification (orally or in writing)

Disruptive behavior in school (minor horseplay), on campus, or on the school bus

Clean-up after school and/or payment/repair of damage

Interim Reports

Use of profanity or obscenity

In cases of repetitive misbehavior, the staff member shall confer with the principal, ass't. principal and/or counselor

Temporary removal from activity/sport

Eating food in non-designated areas or times

Detention

Level II - In this level are included misbehaviors whose frequency or seriousness tends to disrupt the learning climate of the school and to affect seriously the student's own education. Some of these infractions may be the result of a continuation of misbehaviors that remain unmodified by disciplinary actions under Level I.

<u>Infraction</u>	<u>Procedures</u>	<u>Optional Responses</u>
Unmodified or more severe Level I misbehavior	The teacher or observer reports the behavior or refers the student to the principal and/or asst. principal, using the conduct referral form	Continuation of Level I options
Defacing school property (graffiti) Minor theft		Conflict Resolution Sustained counseling
Truancy	The principal and/or ass't principal meets with the student and/or teacher to investigate the incident and determine the most appropriate disciplinary response.	Parental conference
Insubordination		Removal from certain privileges, activities or sports
Cheating, Plagiarism, Lying		Send to principal or assistant principal's office
Gambling		
Leaving school grounds without permission	The administrator records the infraction and the disciplinary response on the Conduct Referral Form and sends copies of the form to the referring staff member, the counselor, and parents. Parents will notified by telephone in certain cases.	Suspension of school bus transportation (on bus offense)
Class cutting, Tardiness		In-school suspension
Verbal abuse and harassment of students and staff		Out-of-school suspension
Inappropriate use of the Internet	A monthly report of all disciplinary referrals is sent to the Superintendent, the principal and the counselors	Full restitution of damages

2. Level III - These acts are more serious because their consequences may have a lasting effect on the individual or may pose a threat to the health and safety of others in the school. In some cases, outside agencies may have to be contacted or notified.

Infraction

Procedures

Optional Responses

Unmodified or more severe Level II misbehavior

The infraction reported or detected, the principal investigates further and confers with staff members

Continuation of appropriate Level II options

Physical or verbal threats or harassment; sexual harassment or lewd behavior; or severe taunting or bullying in any form.

The principal meets with the student and confers with the parent about the misbehavior, the extent of its consequences, and the subsequent disciplinary action

Full withdrawal of participation in school activities/sports

School community service

Stealing

The principal meets with the student and confers with the parent about the misbehavior, the extent of its consequences, and the subsequent disciplinary action

Referral to outside agency

Horseplay that endangers others

If he deems it necessary, the principal contacts outside agencies

Mandatory long-term in-school counseling

Fighting

The principal records the infraction and the disciplinary response in cumulative record

In-school suspension and notification to the Superintendent.

Vandalism

Gambling

Pernicious use of the Internet

Full suspension (1-5 days) depending upon the offense and notification to the Superintendent

Possession of drug paraphernalia; possessing, using or being under the influence of unauthorized substances on school property or at school-sponsored activities

Initiate a Superintendent's Hearing

School official contacts proper authorities

4. Level IV - Represented in this level are acts that are very serious. included are those which present a direct and immediate threat to the welfare of others or may result in violence to persons or property. So serious are they that in most cases they require administrative action that calls for the immediate removal of the student from school and the intervention of the police.

<u>Infraction</u>	<u>Procedures</u>	<u>Optional Responses</u>
Unmodified or more severe Level III behaviors	Having verified the offense, the principal meets with all those involved	Continuation of appropriate Level III options
Severe and/or repeated taunting, bullying	The principal initiates procedures according to established policy for excluding the student from school and notifies the parents immediately	Full restitution of damages
Possession and/or sale of stolen property		Full suspension/Full suspension from activities or sports
Coercion of others		Alternative Schools
Tampering with the fire alarm, pulling fire alarm	The principal informs the Superintendent	School official contacts proper authorities and assists in prosecuting the offender
Bomb threats or other threats to school property or personnel	The principal submits a complete and accurate report to the Superintendent	
Possession and/or use of firecrackers or explosives		
Arson		
Sexual assault		
Possession of a weapon		
Providing, selling or using illegal chemical substances and/or alcohol on school property or at school sponsored activities		

## Discipline of Students with Disabilities

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

### F. Discipline of 504 Eligible Students

34 CFR 104.35 requires a school district to conduct an evaluation and review of a student's placement prior to any significant change in placement. According to the OCR, a student suspension of more than 10 days is a "significant change in placement" under 504. In addition, as must be determined on a case-by-case basis, short-term suspensions which result in a pattern of exclusions equivalent to ten consecutive days or more may also constitute a significant change in placement. Whether a series of short-term suspensions will constitute a significant change in placement will depend upon a number of factors including the length of each suspension, the proximity in time of the suspensions to each other, and the overall time of the suspensions. Accordingly, school districts should establish procedures to govern the discipline of 504-eligible students, and procedures to trigger automatic reviews of cumulative suspensions approaching ten days for 504-eligible students to determine whether those suspensions constitute a significant change in placement.

## VIII. DANGEROUS WEAPONS IN SCHOOL

The Blind Brook Union Free School District is committed to providing a safe environment for students and staff. Therefore, no person shall have in his or her possession upon school premises any dangerous weapon, including but not limited to a rifle, shotgun, pistol, revolver, other firearm, knives, dangerous chemicals, explosives, laser pointers, or any object which is not necessary for school activities and which could be used as a weapon. A weapon is defined as any instrument capable of firing a projectile, the frame or receiver of any such weapon, firearm muffler or silencer, any explosive device, or any other instrument capable of inflicting bodily harm.

In accordance with Goals 2000: Education America Act (Gun-free Schools Act of 1994), any student who, after a hearing held pursuant to Education Law #3214, is found guilty of bringing a dangerous weapon or firearm, as defined in federal law, onto school property will be subject to at least a one-year suspension from school. However, in determining an appropriate penalty, the Superintendent will review the penalty and may modify such suspension on a case-by-case basis. If the Superintendent believes a one-year suspension penalty to be excessive, the penalty may be modified based on criteria including but not limited to:

1. The age of the student;
2. The student's grade in school;
3. The student's prior disciplinary record;

4. The Superintendent's belief that other forms of discipline may be effective;
5. Input from parents, teachers and/or others; and
6. Other extenuating circumstances.

In the case of a student who is classified as disabled under the Individual with Disabilities Act and Part 200 of the Commissioner's Regulations, or as handicapped under Section 504 of the Rehabilitation Act of 1973 and its accompanying regulations, such student shall not be suspended in excess of 10 days unless such student is extended additional procedural protections required by IDEA in connection with a change of placement. An interim alternative placement for up to 45 days may be necessary while these procedural protections are underway.

New York State Peace Officers and Police Officers are the only people permitted to have a weapon in their possession on school property.

Reference: Goals 2000: Education American Act P.L. 103-227 (Gun-Free Schools Act of 1994) 18, USC 921

## IX. SUBSTANCE ABUSE

### A. Intent of Policy

The intent of this policy is to prevent the abuse through use, possession or sale of drugs, alcohol, tobacco and other substances by students in the Blind Brook Public Schools.

The term "drugs, alcohol and other substances" shall be construed throughout this policy to refer to the use of all substances including, but not limited to alcohol, tobacco, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin steroids, look-alike, and any of those substances commonly referred to as "designer drugs" and any other controlled substances as defined by the New York State Penal Code, as well as the inappropriate use of prescription and over-the-counter drugs. This policy describes the philosophy of the District and the program elements the District will use to promote healthy life styles for its students and to inhibit the use/abuse of drugs, alcohol, tobacco and other substances.

### B. Philosophy

The District will use the following principles as guides for the development of its substance abuse prevention and intervention efforts and for any disciplinary measures related to drug, alcohol and other substance abuse.

### C. Primary Prevention Activities

The intent of primary prevention programming within the curriculum is to prevent the onset of drug, alcohol, tobacco and other substance use by students.

#### D. Intervention

The intent of intervention programming is to eliminate any existing use/abuse of drugs, alcohol, tobacco and other substances, and to identify and provide supportive services to kindergarten through 12<sup>th</sup> grade students at high risk for such use/abuse.

#### E. Prohibitions and Penalties

No person may use, possess, sell or distribute drugs, alcohol or other substances or use or possess drug paraphernalia on school grounds or at school-sponsored events that occur on or off school property. Exceptions are drugs prescribed by a physician, which may only be dispensed and handled during school hours or at school activities by the school nurse. The inappropriate use of prescription and over-the-counter drugs shall also be prohibited.

Any person exhibiting behavior, conduct, or personal or physical characteristics indicative of having used or consumed drugs, alcohol, and/or other substances, or any person school personnel have reasonable grounds to suspect has used or has possession of drugs, alcohol and/or other substances shall, following questioning by school authorities and, if the individual is an enrolled student in the school, reasonable attempts to contact the individual's parent or guardian, be excluded from school grounds or school-sponsored events.

Any faculty or staff member observing the sale, possession or use of drugs, alcohol, tobacco or other substances by students shall report the incident immediately to the Superintendent of Schools or his/her designee (normally the building principal). The Superintendent or his/her designee shall then take immediate action. Any substances found shall be confiscated immediately, followed by notification of the parent(s)/guardian(s) of the student(s) involved and the appropriate disciplinary action taken, up to and including permanent suspension and referral for prosecution. In its efforts to maintain a substance-free environment, the District shall cooperate to the fullest extent possible with local, state and/or federal law enforcement agencies.

When confiscation of controlled substances is contemplated, the following guidelines apply:

A member of the school administration may search a student's locker, clothing and/or possessions if an administrator, faculty or staff member has observed the student in possession of drugs or alcohol, or engaging in a transaction that involved controlled substances. If no direct observation has occurred, or in cases where a faculty or staff member suspects a student has

engaged in activities prohibited by this policy, based on the student's demeanor, the presence of a suspicious odor, or a contact or transaction occurring outside the direct observation of the faculty or staff member, the student may be questioned and his/her locker searched, but no other search may take place absent the student's consent. If the student refuses to consent, any further requests for consent should be made in the presence of the student's parent or guardian, if possible. At such time, if the student continues to refuse to consent to the search, he/she may be advised that continued refusal may lead to discipline for insubordination.

When a student is observed or suspected of engaging in activities prohibited by this policy, the school principal may at his/her discretion require the student to undergo urinalysis for the purposes of drug or alcohol detection upon receipt of a written request or with the written consent of the parent or guardian, in accordance with Education Law Section 912-a.

The Board of Education recognizes the need for administrative discretion and flexibility in addressing violations of this policy. Nevertheless, it provides the administration with the following guidelines to ensure that clear and serious consequences flow from violations, and that an appropriate balance is struck between providing punishment and support. The Board of Education recognizes that students have due process rights before certain penalties can be administered.

- While tobacco possession and use by adults is lawful, and tobacco products are widely (though illegally) available to youth, tobacco is a serious health hazard. Consequences for possession and/or use must balance actions that may deter or punish with actions that encourage cessation of use. Punishment may include detention or suspension; deterrence may include required attendance at smoking cessation programs.
- A student who is found to be under the influence of drugs, alcohol or other substances while on school grounds or at any school activity, regardless of quantity, will be suspended from school and prohibited for a specified time from participation in all extra-curricular activities, including sports.
- A student who is found to be in possession of drugs, drug paraphernalia, alcohol or other substances while on school grounds or at any school activity, regardless of the quantity involved, will be suspended from school, prohibited for a specified time from participation in all extra-curricular activities, including sports, and reported to local law enforcement authorities.
- A student who is found to be selling drugs, drug paraphernalia, alcohol or other substances while on school grounds or at any school activity, regardless of the quantity involved, will be suspended from school for a minimum of five days, prohibited indefinitely from participation in all extra-curricular activities, including sports, and reported to local law enforcement authorities. Since the Board of Education considers selling to be the most egregious offence, a repeated violation will be dealt with severely. The student will be afforded due process but the penalties considered will be the severest available under the education law.

- Any student who is found to be under the influence of, in possession of, or selling drugs, alcohol or other substances while on school grounds or at any school sponsored activity will be provided with appropriate support and assistance by school personnel. The student and his/her family may also be referred to community human resource personnel for additional assistance at their expense.
- Repeated violations of these guidelines will result in increasingly severe consequences, culminating in penalties that the severest available under the education law.
- A student who is involved in substance abuse and who voluntarily seeks assistance for him/herself or his/her family or peers will receive appropriate assistance from school human resource personnel. The student and his/her family may also be referred to community human resource personnel for additional assistance at their expense. The student will not be punished for the disclosure. Nothing stated herein precludes disciplinary action against a student based on activities that occurred prior to the request for assistance.

#### F. Implementation, Dissemination and Monitoring

The Board of Education charges the Superintendent to collaborate with District administration, faculty, staff, parents, students, community members, local law enforcement and human resource personnel in developing specific programs and strategies necessary to implement this policy.

#### G. Staff Development

The Board of Education recognizes that if the administration, faculty and staff are to be responsible for implementing and modeling this policy, they must be provided training about the components of an effective drug, alcohol, tobacco and other substance use/abuse prevention program. The Board of Education will provide resources for such a program.