

DUZINE ELEMENTARY
SCHOOL

STUDENT HANDBOOK
and
CODE OF CONDUCT

William Ball
Interim Principal
2018-2019

DUZINE ELEMENTARY SCHOOL
NEW PALTZ, NEW YORK
256-4350

THE DUZINE ELEMENTARY SCHOOL MISSION STATEMENT

Duzine Elementary School is a child-centered community whose mission is to:

- create a safe, nurturing and inviting environment in which all are comfortable taking risks.
- instill a respect for individual differences and similarities.
- provide challenging opportunities wherein students can reach their greatest potential.
- teach and model cooperation within the Duzine School community.
- empower our students to be actively involved in learning.

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DUZINE HANDBOOK AND CODE OF CONDUCT

The Duzine Elementary Handbook and Code of Conduct is designed to provide parents and students with information about the curriculum, procedures and behavior expectations in our primary school. Your comments are always welcomed. We value your time and your involvement in your child's education. Together we can create a positive environment for learning. We can be reached by calling ----- 256-4350.

KEEPING IN TOUCH

It is very important that we always have your correct address, phone number and information as to where we can reach you during the day. In the event that we cannot reach you, please let us know who we can contact to act for you in an emergency. Kindly call us immediately when any information has to be changed.

IF YOU HAVE A PROBLEM:

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

- If the concern involves a teacher or a situation in the classroom, call the Duzine Office and request that a conference be arranged with the teacher.
- If no teacher is involved, request a conference with the principal.

LOST AND FOUND

Our "Lost and Found" has a variety of items that no one comes for and grows from day to day.

lunch boxes

pencil cases

jackets

thermos bottles

bags containing snacks or lunches

hats, sweaters, shoes, coats, etc.

Students or parents may claim "Lost and Found" items in the cafeteria. Several times a year, such as prior to the Winter Vacation, items that remain are donated to charity.

Please label everything your child brings to school.

EMERGENCY SCHOOL CLOSING AND EARLY DISMISSAL PROCEDURE

Our Emergency School Closing and Early Dismissal Procedure appear on the following pages.

POLICY #3510 - EMERGENCY SCHOOL CLOSING POLICY

The Superintendent may close the district schools or dismiss student's early when hazardous weather or other emergencies threatens their health and safety, or that of personnel. The Superintendent may delegate this authority to another staff member in the event of his/her absence.

Schools will not be closed merely to avoid inconvenience. While it may be prudent, under certain circumstance, to excuse all students early, the Superintendent has the responsibility to ensure that administrative, supervisory, and operational activity is continued to the extent possible. Therefore, if conditions affect only a single school, only that school shall be closed.

In making the decision to close schools, the Superintendent will consider many factors, including the following which relate to the safety and health of children:

- a. weather conditions, both existing and predicted;
- b. driving, traffic, and parking conditions affecting public and private transportation facilities;
- c. actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous; and
- d. inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The Superintendent will weigh these factors and take action to close the schools only after consultation with traffic and weather authorities, Building Principals, and school officials from neighboring districts.

The Superintendent of Schools shall develop procedures to assure the safety of district students in the event of an emergency school(s) closing. Such procedures shall include notification of bus drivers and radio stations, order of dismissal, emergency dismissal procedure forms, single school closing, emergency accommodations, clearance for returning to schools, cancellations and delayed openings.

The Student Handbook provided annually prior to the opening of school shall contain a copy of the Emergency School Closing Policy, and the Emergency Dismissal Procedure Parental Request Form. It is the parents' responsibility to return their form within the first two (2) weeks of school.

Adoption date: January 16, 2002

ATTENDANCE

There is a positive relationship between regular attendance and success in school. Parents are urged to impress upon their children the importance of punctuality and regular attendance.

The New York State Education Law requires every child age six (6) through sixteen (16) to be in attendance at school. The law permits absence from school for the following reasons:

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

If your child will be out of school for any reason, please call the school the first day the child is out and send in a note upon the child's return. The note should indicate the following: parent's/guardian's name; child's name; teacher's name, date and reason for absence. The office should be contacted for the school work/homework your child has missed.

If your child arrives late (after 9:40 a.m.) or leaves early (before 3:15 p.m.) this time will accrue throughout the year and when it equals a school day your child will be marked absent for one day.

TRANSPORTATION

BUS SAFETY

The bus driver is in charge of the bus and is held responsible for the safety of the children enroute and while they are crossing the roads. It is very important that behavior which distracts the driver and thus endangers the safety of the children be prohibited. We urge you to review the bus safety rules with your child in order to ensure a comfortable and safe ride for all.

GOING TO A FRIEND'S HOUSE:

Young children frequently have trouble remembering the "when & where" of things. We will not honor a child's request unless there is a signed note from the parent or guardian. A note is also required if you wish to have your child remain at school and be picked up by you.

BUS SAFETY RULES:

1. No child may attempt to enter or leave the bus while it is in motion.
2. If children live on the side of the road opposite that on which the bus stops, they must remain there until the bus stops and the bus driver directs them to cross. Children should cross 10 feet in front of the bus.
3. Children are to remain in their seats while the bus is in motion.
4. Loud talking or yelling is prohibited.
5. Children may not eat on the bus.
6. Fighting, pushing, shoving or wrestling is prohibited.
7. Glass jars or containers may not be carried on the bus.
8. No live animals may be transported on the bus.
9. No large instruments or projects.
10. Nothing may be thrown about on the bus or thrown out of the windows.

11. Teasing or name calling is prohibited.

Parents/guardians will be contacted regarding inappropriate behavior on the bus. Your cooperation and support in helping your child review the proper conduct for the bus is greatly appreciated.

ARRIVAL

1. Students will leave their buses in an orderly fashion and walk directly to their classroom or to breakfast.
2. Students arriving at school before the start of the school day will be expected to wait in the gym until 9:25 a.m. when they will be released to their classrooms. Students should not arrive before 9:10 a.m. since there is no adult supervision prior to that time.
3. Students who arrive after 9:40 a.m. must be accompanied to the desk in front of the office by a parent/guardian to sign in and get a late pass.
4. Students who are being dropped off at school should use the drop-off circle and enter the building from the library wing. Please do not drop students off in the front of the building in the bus traffic area.

DISMISSAL

The dismissal period requires the involvement and vigilance of all staff members. The following procedures must be in effect:

1. At dismissal, teachers must walk with their children to the buses in a safe and orderly manner.
2. Children will stay with their teacher until boarding the bus.
3. Parents/guardians who are providing transportation for their children at the end of the school day should:
 - park their car outside the bus traffic area,
 - wait for their children in the gym,
 - sign their children out, and
 - exit through the exterior gym doors.

Reminder:

*** Children will go home on their regular bus unless a written notice is received from the parent/guardian.***

If your child is usually picked up but is supposed to take the bus on a particular day, please send a note as well.

BUS CONDUCT REPORTS:

Should your child exhibit inappropriate behavior on the bus, the bus driver may fill out a BUS CONDUCT REPORT. This report is sent to the principal who in turn will meet with your child to discuss the problem.

HEALTH SERVICES

THE SCHOOL NURSE

Duzine School has a full-time, professional, registered nurse. Our School Nurse works with all school personnel to provide a program that promotes, protects, maintains and improves the health of all pupils. Along with representatives of the school staff and appropriate community agencies, she has a major role in planning a comprehensive health service program to carry out the school's responsibility in meeting the health needs of pupils. She serves as a health consultant to administrators, teachers, and other staff members in regard to all matters affecting the health of pupils and school personnel.

The duties of the School Nurse include:

- taking care of such emergencies as illnesses, injuries, and torn clothing.
- administering annual sight and hearing tests.
- attending to regular cases requiring regular medication.
- informing teachers of pupils with chronic ailments.
- conducting periodic health and sanitation inspections of the school.
- counseling the pupils in personal hygiene.
- assisting the school physician in conducting physical examinations.
- keeping all student health records up-to-date.

STUDENT MEDICATION PROCEDURES

When your child's physician feels that medication is necessary during the school day, you are asked to follow certain procedures as mandated by the New York State Education Department. School nurses cannot administer any medication to students (including over-the-counter medication) without a written order from a physician and the parent/guardian. Therefore, you are requested to follow the procedures below:

1. At the beginning of each school year, provide a new, completed New Paltz Central School medication Form for each medication required. Part I of this form needs to be signed by both the parent/guardian and the licensed health care practitioner.
2. During the school year, provide a new, completed New Paltz Central School Medication Form for each new medication or change in medication/dosage. Again, part I must be signed by both the parent/guardian and the licensed health care practitioner.
3. Medication should be delivered directly to the school nurse by the PARENT/GUARDIAN. All medications will be kept by the nurse unless procedures in paragraph 5 are required. No medication should be delivered by the child: this entails a danger to share or lose the medication. Medication will be returned only to a parent/guardian - it will not be sent home with the child.
4. Medication must be in the original labeled container prepared by the pharmacist. (Ask your pharmacist to prepare your prescription with two labeled containers so that one may remain in school.) Over-the-counter medications must be in original containers.
5. Certain medications might require the child to carry/administer his/her medication rather than having the nurse administer the

medication. This is normally for medication requiring "split-second" administration, such as inhalers or medicine for allergic reaction. If it is necessary for the child to carry the medication, Part II of the Medication form must also be completed and signed by both the parent/guardian and the licensed health care practitioner. Part II certifies that the child understands the proper procedures for administration of the medication.

PHYSICAL EXAMINATIONS

The New York State Education Law requires that every child upon entrance to school and routinely at grades 2,4,7 and 10 have a physical examination. This will be done by our school physician unless the parent has the child examined by his/her family physician. We encourage the latter plan since it would normally be done in the presence of the parents and would likely be a more thorough examination. At the beginning of the school year, forms will be sent to each parent/guardian for use by the family physician in reporting to the school physician any examinations done by him/her. This form should be returned even if a physical is not done.

STUDENT ACCIDENT INSURANCE

The School District carries some accident insurance coverage. Parents/guardians, however, are required to file through their own policy before the school insurance can be used. At times, parents/guardians are required to assume some financial liability when their child requires emergency medical services. Parents/guardians who have any questions regarding the coverage under this insurance should call the Business Office, 256-4000, for further information.

FOOD SERVICES

PURCHASING BREAKFAST AND LUNCH

Breakfasts and lunches can be purchased for a week or a month at a time. The preferable way is to send money or a check (payable to New Paltz School Food Services) in an envelope labeled "lunch/breakfast money." Please include the child's name, teacher's name, and room number on the envelope as well. The envelope should be given to the teacher. Prices are listed on the monthly menu sent home with your child.

THE PRIMARY SCHOOL CURRICULUM

The primary school curriculum provides students learning opportunities that develop their skills, attitudes, concepts and understanding. Care is taken to focus on the total child and how to best support her/his learning. We, at Duzine, dedicate ourselves to working with each child at her/his developmental level.

A description of each curriculum area and special programs follows. All curricula is aligned with the New York State Learning Standards.

Language Arts and Reading:

The language arts program includes listening, speaking, reading and writing and is an extremely important part of the children's learning. Writing and reading occur within all content areas (mathematics, science, and social studies). Children also use language as a major vehicle for self-expression.

Our reading/writing program:

- promotes successful, independent readers and writers who can understand and apply their skill with enjoyment and purpose;
- is relevant to the needs, interests, and developmental stages of learners;
- provides continuity across grade levels;
- presents skills in a developmental order;
- includes the reading of both fictional and non-fictional material;
- enables teachers to adapt and extend goals for all learners; and
- demonstrates that teachers are learners, too.

Mathematics:

Our mathematics program is guided by the standards developed by the National Council of Teachers of Mathematics. Emphasis is placed on the following major strands:

Number Concepts	Probability and Statistics
Operations and Computation	Geometry and Measurement
Patterns and Relationships	Problem Solving

The underlying assumption regarding this curriculum area is that mathematical concepts must be understood in order to be lastingly useful. We, therefore, strive to teach for understanding rather than just rote memorization.

Social Studies:

A basic purpose of education is the creation of an informed citizenry. Our social studies program (K-2) helps children develop a knowledge and appreciation of our heritage and of other cultures throughout the world. Skills such as the use of maps and the globe, and effective use of reference materials are taught as an integral part of the social studies program as well.

Science:

The goal of our elementary science program is to have our students develop scientific literacy and effective problem solving skills. To accomplish this, students will have the opportunity to explore scientific concepts through a variety of experiences that encourage them to pose questions, seek answers and design solutions.

The curriculum content for grades K-2 is divided between life and physical sciences. Through our involvement with the Mohonk Preserve, we have been able to provide a number of environmental experiences for the children.

Foreign Language:

The goal of the foreign language program is to create an enthusiasm for languages, and to develop students' linguistic abilities in an additional language as a means of communication.

The language is taught orally through songs, games and stories, and through visual representations of vocabulary encountered in children's everyday lives and experiences.

SPECIAL PROGRAMS

In addition to the core academic areas, instruction by trained teachers is provided in the areas listed below. We feel that these experiences are an integral part of our educational offerings.

ART:

We are very proud of our elementary art program which is designed to promote growth and development in art skills, to stimulate creative expression, and to develop an appreciation of art, beauty and nature.

MUSIC:

Our program provides an opportunity for the child to listen to music, to sing, to respond to rhythms, and to learn musical notation. Through these activities, it is hoped that an appreciation for music will be developed.

PHYSICAL EDUCATION:

Our physical education program is specifically designed to meet the needs of all the children at Duzine by teaching physical fitness skills. The physical education program also addresses the development of certain social traits. The children learn to take turns, to share equipment and to cooperate with others.

READING SUPPORT:

The Reading Support Teachers work directly with children who are in need of additional support in developing their reading skills. They also work closely with classroom teachers so that the needs of individual students can be met. Reading Recovery, an early intervention reading program for 1st grade students who find reading a challenge, is also available.

ENGLISH AS A SECOND LANGUAGE:

ESL services are available for those children who speak a language other than English at home and are in need of support to develop their English language skills. They receive services from the ESL teacher.

SPECIAL EDUCATION SERVICES:

A broad spectrum of services are available for students with special needs. The district Committee on Special Education (CSE) works closely with parents, students and staff to provide programs and support systems that will meet the individual educational needs of a child requiring special education services.

SPEECH THERAPY:

The Speech Therapist works with children who have articulation problems as well as the children who need to develop skills to express themselves appropriately with language.

PSYCHOLOGICAL SERVICES:

There is a psychologist assigned to Duzine School. It is her responsibility to assist parents and teachers in dealing effectively with the problems that interfere with a child's learning. This frequently requires observing, obtaining information and the testing of children. Support from her often helps a child get through difficult times. Referrals are sometimes made to outside agencies.

SOCIAL WORKER SERVICES

The services of a qualified social worker are available in our school. The social worker helps students and their families access agencies and services available in times of difficulty and need. Any parent interested in the help of the social worker should call the school.

TECHNOLOGY

The use of technology is part of the total school program. For example, students have access to computers in their classrooms as well as in the library. Our goal is to have students integrate technological tools into their educational life.

LIBRARY SERVICES:

Our library program offers instruction in library skills, computer literacy, reference services, and reading guidance for children at every grade level. The library collection provides students and teachers with a wide range of instructional materials --books, pictures, periodicals, filmstrips, video tapes, computers, DVDs and CDs. The book collection is carefully chosen to include curriculum related materials (informational books, references and supplementary readers) and titles for recreational reading. The library staff is made up of a certified school librarian and a systems operator. A curriculum has been established for every grade level.

Children are scheduled for regular library visits and encouraged to come to the library whenever they need materials for their class work or for their own enjoyment. The librarian works with teachers in pulling together a variety of books and other materials for use in the classroom during units of study.

REPORT CARDS

In addition to academic progress, work habits and social growth are also reviewed. Your child's progress is formally reported three times during the school year. The first two report cards are received during parent/teacher conferences which are held in November and March. The third and final report card will be sent home in June. Should you like to request additional conferences with the teacher, please feel free to do so.

FIELD TRIPS

Field trips are an important part of the school's curricula. In order to attend a field trip, your child must have a signed permission form. If you are interested in chaperoning field trips, please complete the chaperone form given in the packet of information you receive on the first day of school.

THE DUZINE/LENAPE PARENT TEACHER ASSOCIATION

Per the New York State Congress of Parents and Teachers, Inc. the purpose of the Duzine/Lenape Parent-Teacher Association is:

- to promote the welfare of the children and youth in the home, school, community and place of worship.
- to secure adequate laws for the care and protection of children and youth;
- to bring into closer relation the home and the school so that parents and teachers may cooperate intelligently in the education of children and youth; and
- to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental & social education.

The New York State Congress of Parents and Teachers, Inc. recognizes that every child deserves excellence in education and in quality of life. NYS PTA will maintain its commitment and service to all children and to its diverse membership through increased parent and community awareness, advocacy, education and involvement.

All parents, teachers and guardians of children enrolled in our school may become members by paying a modest yearly fee.

VOLUNTEERS

ROOM PARENTS:

Every year each teacher selects a Room Parent/Guardian. Parent volunteers help the teacher with such things as parties, plays, educational field trips, etc. Please speak with your child's teacher if you are interested in helping in this way. All volunteers must fill out an application in accordance with Board of Education policy.

BEHAVIOR EXPECTATIONS AND DUZINE CODE OF CONDUCT

Please review the following expectations for behavior AND the Duzine Code of Conduct that is based on the "NPCS Code of Conduct - Implementing Project SAVE" document. Kindly complete the form of acknowledgement on the last page and return it to your child's teacher.

BEHAVIOR EXPECTATIONS

At the Duzine School, all staff members are responsible for guiding children's behavior. The staff establishes the foundation for appropriate behavior by clearly stating expectations, establishing routines and implementing behavior management approaches that meet the needs of our students. A variety of resources such as other staff members, parents, psychologists, social workers and administrators are available for consultation and support with those students who may need greater intervention.

Everyone has a right to a learning environment that is productive, physically safe and emotionally secure. To guarantee that right, we must function in an orderly manner in the building, on the playground and on the bus. Furthermore, it is the responsibility of the entire Duzine School Community to protect these rights.

In order to ensure the safety of our students, promote a positive learning environment, and decrease distractions, we ask that parents/guardians and all visitors, do the following:

1. Upon entering the building during the school day, all parents, guardians and visitors without exception must sign-in at the front desk and receive a pass.
2. Any adult in the halls without a pass will be asked to report to the front desk.
3. If you need to speak with your child's teacher, please schedule a meeting in advance of coming to school.
4. Parents/guardians must send written notice regarding changes in dismissal. Unless a child brings a note, the teacher will follow the regular dismissal procedure.
5. Parents/guardians picking up children at dismissal must wait for them in the gym.
6. Phone calls to teachers should be made through the school unless other arrangements are agreed upon between the teacher and parent/guardian. You may also leave a message for your child's teacher by accessing voice mail at 256-4175.

*** ALL VISITORS ON SCHOOL PROPERTY, must sign in and receive a pass, visitors are not allowed on the playground during lunch and recess. ***

BEHAVIOR EXPECTATIONS

Parents and teachers are requested to go over these 12 Behavior Standards at the beginning of the school year and periodically thereafter.

All members of the Duzine School Community will respect and be kind to everyone. This means:

1. We take care of each other and each other's belongings.
2. We are polite to our classmates, teachers, administrators, and other visiting adults and children who may be in our school.
3. We follow the rules whether an adult is present or not.
4. We walk and talk quietly in the hallways. We allow others to walk without pushing and shoving them.
5. We don't tease one another or call each other names.
6. We do not use bad language.
7. We help one another to cooperate.
8. We solve our problems with one another by talking, not fighting.
9. We ask a teacher or another adult for help if we have a problem we cannot solve on our own.
10. We are proud of our school and ourselves and we do not do anything to harm either.
11. We tell the whole truth.
12. We will not bring real or toy weapons, or dangerous objects to school.

Should students not follow these standards, the following interventions may be used:

- conference with student
- time out
- loss of recess
- phone call to parents
- conference with parents

As a result, an appropriate plan to assist students in managing their behavior will be developed. Students shall never receive physical punishment from any staff member.

ASSEMBLY PROGRAMS

Assembly programs are an important part of the school curriculum. They are designed to be informative, educational, and entertaining. A good audience does the following:

- Uses the bathroom prior to the performance;
- Observes safety guidelines such as noting the exits and leaves an aisle down the middle of the gymnasium floor;
- Remains quietly seated during the performance (except for emergencies);
- Listens to and cooperates with the performers; and
- Applauds to express appreciation.

BEHAVIOR REFERRALS TO THE PRINCIPAL OR COORDINATOR OF STUDENT SUPPORT SERVICES

The approach taken with office referrals is one which focuses on helping students understand and internalize acceptable behavior. Should an infraction occur such that an adult in a supervisory role feels it is necessary to involve the principal, the adult will relay the problem in person or via a note. A variety of steps may be taken as the circumstances require. For example:

- Student conference with the principal
 - Student and teacher conference with the principal or her designee
 - Parent(s) called
 - Student, parent(s) and teacher conference with the principal or her designee
 - The services of the social worker may be employed at any point in this process.
- Referrals to the office will be documented. When necessary, a suitable follow-up plan will be decided upon by those involved. Should the adult making the referral to the office not be present, the outcome of the conference will be communicated to him/her.

ITEMS/ACTIVITIES NOT ALLOWED IN SCHOOL (OR ON THE BUS)

Please note that the following items and activities are not permitted in school:

1. Toy weapons/sharp objects
2. Electronic devises (e.g. hand-held computer games, walkman, etc.)
3. Gum chewing (unless authorized)
4. Unauthorized selling or trading
5. Accepting personal possessions from other children

Any personal items brought to school are not the responsibility of school personnel.

POLICIES FOR SPECIFIC AREAS OF THE BUILDING

BATHROOM:

1. Children entering the building should go directly to their classroom before going to the bathroom.
2. Students who use the bathroom facilities must use a pass and gain permission from the classroom teacher.
3. Students who use the bathroom facilities during lunch and recess must be supervised by a monitor or the nurse.

CAFETERIA:

While in the cafeteria, children should:

- 1) talk quietly to their neighbors
- 2) speak politely to others and our school staff
- 3) return silverware to the proper place, and discard any trash
- 4) allow others to enjoy the experience of eating
- 5) treat supervising adults politely
- 6) children should always keep their hands, feet, and objects to themselves.

PLAYGROUND AND SAFETY RULES FOR OUTDOOR EQUIPMENT

To ensure the safety of our students, they must follow the rules listed below at all times. This information will be reviewed with the children by the physical education teacher, the classroom teacher and the playground monitors.

- 1) Children must remain within the boundaries of the play area.
- 2) Fighting, play fighting, wrestling, throwing stones/snowballs, or any activity which is dangerous or annoying to other children, is not acceptable. If a child feels that she/he is going to be hurt or that someone else may be hurt she/he should tell an adult. This is not considered tattling as it is a matter of safety.
- 3) Children must get permission from a playground monitor before entering the building from the playground during recess.
- 4) Parents/guardians may not pick up their children from the playground. School personnel have been directed NOT to release children from the playground.
- 5) When using the climbing structures,
 - children should not crowd each other and they should take turns,
 - children should use a tight grip on the bars with the back of the hand facing the child,
 - children should keep their hands to themselves, and all landings by a child should be made with bent knees.
- 6) When using the slides,
 - children should take turns,
 - only one child should be on the slide at a time,
 - children should not start down the slide until the child ahead has gotten off the slide,
 - only one way traffic is allowed on the slide - DOWN
 - children should go down feet first and in a sitting position.
- 7) When using the swings,
 - children should not jump off the swings while they are still in motion,
 - children should leave a wide berth around those who are swinging,
 - only one child is allowed on a swing at a time
 - children should sit while swinging.

Those students who have difficulty following these guidelines may be sent to the office and/or lose part or all of recess.

THE DUZINE CODE OF CONDUCT

STUDENT RIGHTS AND RESPONSIBILITIES

The New Paltz Central School District and Duzine Elementary School are committed to safeguarding the rights given to all students under state and federal law. Children have a right to learn in an environment that is relatively quiet, physically safe and emotionally secure. To guarantee that right, they must function in an orderly manner in the building, on the playground and on the bus. Furthermore, it is the responsibility of all district personnel to protect those rights by modeling appropriate behavior and, when necessary, dealing with disruptive situations.

The guidelines, rules and regulations contained in the Code of Conduct and Student Handbook will apply equally to all students, regardless of age, color, creed, gender, national origin, sexual orientation, disability or any other basis of unlawful discrimination. A copy of the Title IX Grievance procedure is available in the office and from the school counselor.

STUDENTS HAVE A RIGHT TO:

1. A free education that will prepare them for active citizenship in a democracy.
2. A safe and secure environment.
3. A physical environment that promotes learning.
4. To be heard.
5. The opportunity to take part in any school activity on an equal basis (regardless of race, gender, economic status, disability, religion, sexual orientation, etc.).
6. Respectful treatment by teachers and staff.
7. Freedom from bullying, harassment and other abuse.
8. Academic and emotional support offered in a considerate manner.
9. Express themselves through personal clothing choices.
10. Communicate thoughts and beliefs that do not interfere with the rights of others or school operations.
11. Assemble peacefully.
12. Receive instruction in strategies that develop cooperation, acceptance of others and conflict resolution skills.

STUDENTS HAVE THE RESPONSIBILITY TO:

1. Attend classes, observe school rules and do the work necessary for satisfactory achievement.
2. Refrain from physical, verbal and emotional violence and notify an adult about the presence of drugs, alcohol and weapons.
3. Take pride in the building, grounds, busses and equipment.
4. To Listen.
5. Participate and support fellow students in school events.
6. Be courteous and respectful to students and adults in the school community.
7. Speak up about and refrain from bullying, harassment and other abuse.
8. Ask for help when it is needed.
9. Adhere to the dress code.
10. Show consideration for others whose beliefs differ from their own.
11. Gain clearance through proper channels.
12. Use cooperative solutions.

ESSENTIAL PARTNERS - RESPONSIBILITIES**Parents/Guardians**

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Schedule medical and other such appointments for their child(ren) after school hours or on the weekends whenever possible.
9. Convey to their children a supportive attitude toward education and the district.
10. Build good relationships with teachers, other parents and their children's friends.
11. Help their children deal effectively with peer pressure.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.
14. Provide accurate emergency information.
15. Check report cards for attendance records and make certain they know the attendance record of their child and whether or not s/he has made up his/her schoolwork.

School Personnel must:

1. Promote a climate of mutual respect and dignity, which will strengthen each student's positive self-image.
2. Teach the common courtesies by precept and example.
3. Treat students in an ethical and responsible manner.
4. Help students to reach their maximum potential.
5. Demonstrate desirable standards of behavior through personal example.
6. Report violations of the Code of Conduct to the Building Principal or acting building principal.
7. Immediately report and refer violent students to the Principal or Superintendent of Schools.

All Teachers and Social Workers are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consist manner.
5. Communicate to students and parents:
 - Objectives and requirements
 - Marking/grading procedures
 - Assignment deadlines
 - Expectations for students
 - Classroom discipline plan.
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Keep accurate daily attendance records for each student and monitor student attendance and progress.
8. Record and submit accurate attendance records for each student on every report card.
9. Be available to all students and parents/guardians to discuss strategies for students to make up the work, which has been missed due to absences.
10. Ensure that students receive Academic Intervention Services when indicated, or, in the case of severe attendance problems, refer the child to the Child Study Team / Case Management Team with the intention of improving student attendance and academic performance.

All Building Administrators are expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
3. Support the development of a student participation in appropriate extra-curricular activities.
4. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
5. Evaluate on a regular basis all instructional programs.
6. Ensure that students receive Academic Intervention Services when indicated, or, in the case of severe attendance problems, refer child to the Child Study Team / Case Management Team with the intention of improving student attendance and academic performance.

Superintendent/District Administrators are expected to:

1. Promote a safe, orderly and stimulating school environment supporting active teaching and learning.
2. Review with district administrators the policies of the board of education and state and federal laws relating to school operations and management.
3. Inform the board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

Board of Education members are expected to:

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students.
2. Adopt and review at least annually the district code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

STUDENT DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. 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. A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall be acceptable and:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Shall not include extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back), see-through garments, or garments which expose the private parts of the body.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed, i.e. thongs, flip flops
5. Not include the wearing of hats or bandanas in the classroom except for a medical or religious purpose.
6. Not include items that are vulgar, obscene, libelous or denigrate others on account of race, color, socio-economic background, religion, creed, national origin, gender, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

The building principal or his or 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. Parents will be notified of any offense and may be requested to bring replacement clothing to school. Any student who refuses to comply shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to follow the dress code shall be subject to further discipline, up to and including out of school suspension.

STUDENT CODE OF CONDUCT

Prohibited Student Conduct

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 entire New Paltz Central School District Code of Conduct is available in the Lenape Main Office and The District Office)

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct. Students may be subject to disciplinary action, up to and including suspension from school, when they:

[Infraction with Penalties Numerals within parenthesis refer to the penalty attached to the infraction based on the listing included in the section titled "Disciplinary Penalties, Procedures, and Referrals."]

Engage in conduct that is disorderly.

1. **Running in hallways. (1)**
2. **Making unreasonable noise. (1,2)**
3. **Using language or gestures that are profane, lewd, vulgar or abusive or obscene. (All)**
4. **Obstructing vehicular or pedestrian traffic. (1,5,13)**
5. **Engaging in any willful act that disrupts the normal operation of the school community. (All)**
6. **Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building. (All)**
7. **Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; responding to pagers, making phone calls on cell phones and using personal walkman during the school day; or any other violation of the district's acceptable use policy. (All)**

Engage in conduct that is insubordinate.

1. **Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect. (All)**
2. **Lateness for, missing or leaving school without permission. (4,9)**
3. **Skipping detention. (9)**
4. **Presence in an unauthorized/unsupervised area. (All)**

Engage in conduct that is disruptive.

1. **Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students.(All)**
2. **Using a walkman, personal stereo and/or hand held computer game. (4, 9,10)**
3. **Unauthorized trading or selling of cards, etc. (4, 9,10)**

Engage in conduct that is violent.

1. **Committing an act of violence (such as hitting, kicking, punching, spitting, and scratching) upon a teacher, administrator or other school employee or attempting to do so. (11,12,13)**
2. **Committing an act of violence (such as hitting, kicking, punching, spitting, and scratching) upon another student or any other person lawfully on school property or attempting to do so. (11,12,13)**
3. **Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function unless express written permission is given by the Superintendent or designee. (12,13)**
4. **Possessing or displaying what appears to be a weapon (11,12)**
5. **Threatening to use any weapon. (12, 13)**
6. **Intentionally damaging or destroying school district property. (3-13)**
7. **Threatening physical harm to students, teachers, etc. (11,12,13)**

Engage in conduct that endangers the safety, morals, health or welfare of others.

1. Lying to school personnel. (All)
2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function. (6>)
3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. (All)
4. Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner. (6>)
5. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning. (11>)
6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm, including threats. (11-13)
7. Selling, distributing, using or possessing obscene material.(11-13)
8. Using vulgar or abusive language, cursing or swearing. (All)
9. Smoking or any other tobacco use. (6-All)
10. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs" and paraphernalia. (6-All)
11. Inappropriately using or sharing prescription and over-the-counter drugs. (6-All)
12. Gambling, extortion. (6>)
13. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner. (11>)
14. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher. (12,13)
15. Engaging in or displaying any unacceptable physical contact of a sexual nature. (All)
16. Littering / Spitting. (1-12)

Engage in misconduct while on a school bus

1. It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated. (All)

Engage in any form of academic misconduct (see Penalty)

1. Plagiarism. (14)
2. Cheating. (14)
3. Copying. (14)
4. Altering records. (14)
5. Assisting another student in any of the above actions. (14)
6. Failure to return documents and/or school property in a timely fashion (14)

DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

Penalties

Students who are found to have violated the district's code of conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process

1. Oral warning- any member of the district staff
2. Written referral – bus drivers, hall and lunch monitors, coaches, counselors, teachers, principal, superintendent
3. Written notification to parent, guardian, bus driver, hall and lunch monitors, coaches, counselors, teachers, principal, superintendent
4. Detention – teachers, principal, superintendent
5. Suspension from transportation – director of transportation, principal, superintendent
6. Suspension from athletic participation – coaches, principal, superintendent
7. Suspension from social or extracurricular activities – activity director, principal, superintendent
8. Suspension of other privileges – principal, superintendent
9. In-school suspension – principal, superintendent
10. Removal from classroom by teacher – teachers, principal
11. Short-term (five days or less) suspension from school – principal, acting principal
12. Long-term (more than five days) suspension from school – superintendent, or designated hearing officer
13. Permanent suspension from school – superintendent, board of education
14. All incidents of academic misconduct shall result in a grade of zero and suspension

TEACHER DISCIPLINARY REMOVAL OF DISRUPTIVE STUDENTS

The *SAVE* legislation provides classroom teachers with a new disciplinary tool for dealing with disruptive students – the ability to remove the disruptive student from the classroom for a specified period of time. It is important to note that law authorizes teachers to remove only “disruptive” students. The removal authority does not apply to violent students. Instead, the *SAVE* legislation addresses how teachers are to deal with violent students by requiring teachers to “immediately report and refer a violent student to the principal or superintendent for a violation of the code of conduct and a minimum suspension period...”

A student’s behavior can affect a teacher’s ability to teach and can make it difficult for the 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 or her composure and self-control in an alternative setting. Such practices may include, but are not limited to:

- (1) short-term “time out” in an elementary 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 sending a student to the social worker for counseling.

Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

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. A classroom teacher may remove a student for the remainder of the class upon the first event and for two days upon the second or third event. Upon the occurrence of a fourth event, a Principal’s suspension shall occur. Elementary (K-5) students may be removed for a lesson not to exceed 45 minutes per incident.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom 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 and meet with the principal or his or 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 prior to the beginning of classes 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/guardians, in writing, that the student has been removed from the class and why. The notice 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 the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents/guardians. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents/guardians.

The principal may require the teacher who ordered the removal to attend the informal conference. 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 finds any one of the following:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including the district's code of conduct.
3. The conduct warrants suspension from school pursuant to Education law §3214 and a suspension will be imposed.

The principal or his or 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.

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his or her class. The principal must keep a log on all removals of students from the class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

SUSPENSION

Students who are suspended from school by the Principal or the Superintendent may not be on school grounds, in the school building or attend after-school functions on or off school premises. If a student violates this prohibition he/she will be removed from the locations and may be charged with trespassing under the law.

DISCIPLINE OF STUDENTS WITH DISABILITIES

It is recognized that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. Students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The school is committed to ensuring that the procedures followed by 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.

THE REPEATING OF AN INFRACTION MAY LEAD TO THE IMPOSITION OF THE NEXT MEASURE OF DISCIPLINE. CHRONIC REPEATING OF INFRACTIONS MAY LEAD TO LONG-TERM SUSPENSION OR PERMANENT SUSPENSION (EXPULSION).

REPORTING CODE VIOLATIONS

All students are expected to promptly report violations of the code of conduct to a teacher, the building principal or his or her designee or the school social worker. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent.

All district staff that is authorized to impose disciplinary sanctions is 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 supervisor, 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.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parents of the student involve and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of the business the day the principal or his or her designee learns of the violation. The notification may be made by telephone followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

STUDENT SEARCHES AND INTERROGATIONS

The board of education authorizes the superintendent of schools, building principals, assistant principal and the dean of students to conduct searches of students and their possessions for illegal matter or matter which otherwise constitutes a threat to the health, safety, welfare or morals of students attending our schools.

In authorizing such searches, the board acknowledges both state and federal constitutional rights which are applicable to personal searches of students and searches of their possessions (e.g., pocket contents, book bags, handbags, etc.) Such searches shall not be conducted unless founded upon reasonable individualized suspicion. The reasonableness of the search will depend upon:

1. a student's age and gender;
2. the student's history and record in school;
3. the prevalence and seriousness of the problem to which the search is directed;
4. the urgency requiring an immediate search; and
5. the probative value and reliability of information used as justification for the search.

Involuntary personal searches of students shall only be conducted by the police, unless there exists a serious and immediate danger to those in our schools and probable cause exists for an administrative search.

Students shall be informed by the administration that desks, storage spaces and school computers are not their private property, but the property of the school district and that, as such, may be opened and subject to inspection from time to time by school officials. While recognizing the right to inspect students', desks, storage spaces and computers, without the necessity of obtaining student consent is inherent in the authority granted school boards and administrators, school officials will exercise every safeguard to:

1. protect each student's constitutional rights to personal privacy and protection from coercion;
2. emphasize that schools are educational rather than penal institutions; and
3. resolve any doubts in the student's favor.

Realizing the intrusive nature of a search which requires a student to remove clothing other than outer coats and jackets, the board authorizes such searches to be conducted only upon the existence of probable cause in light of a serious and immediate danger as determined following a review of the facts by the school attorney or the superintendent of schools in the absence of the school attorney. Such searches are to be conducted only in situations where an emergency exists or the necessity of searching a particular student without delay exists.

QUESTIONING OF STUDENTS BY SCHOOL OFFICIALS

School officials have the right to conduct investigations and question students regarding any violations of school rules and/or illegal activity. The student's parent/guardian may be contacted depending upon the nature and reasoning for the questioning and the necessity for further action which may result. School officials are not required to give students "Miranda warnings" prior to questioning them. The questioning of students by school officials does not preclude subsequent questioning by police authorities as otherwise permitted by law.

QUESTIONING OF STUDENTS BY POLICE

It is the policy of the district to cooperate with law enforcement agencies. While police do not have general power to interview children in school, or to use school facilities in connection with police department work, the police may enter the schools of the district if a crime has been committed on school property, they have warrants for arrest or search or if they have been invited by school officials. When the police have properly entered the school and desire to interview students in the school, the students must be afforded the same rights they have outside the school. They must be informed of their legal rights, may remain silent if they so desire, may request the presence of an attorney and must be protected from coercion and illegal restraint. When a student is under the age of 16 and police are present for an interview or investigations, school officials must make every reasonable effort to notify the student's parent(s), unless the police indicate that such interview concerns a student's parent(s) or other household member and it is pursuant to a report regarding suspected child abuse, maltreatment or neglect.

CHILD PROTECTIVE SERVICES INVESTIGATIONS

From time to time, Child Protective Services may desire to conduct interviews of students on school property. Such interviews generally pertain to allegations of suspected child abuse, maltreatment or neglect. A school official should be present during the interview unless it is decided that the presence of the school official is not essential to protect the interests of the pupil and that the Department of Social Services worker's job can best be accomplished by conducting the interview without the school official present.

The superintendent of schools shall establish regulations regarding personal searches and interrogations of students, with due regard for the needs of parental knowledge and involvement, in accordance with this policy and the law.

VISITORS TO THE SCHOOLS

Parents and other district citizens are encouraged to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the office of the principal upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's pass, which must be carried at all times while in the school or on school grounds. The visitor must return the pass to the principal's office before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum. Permission for such visits must be granted by the principal.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

PUBLIC CONDUCT ON SCHOOL PROPERTY

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, “public” shall mean all persons when on school property or attending a school function including students, teachers and district personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

Duzine Elementary School
Student Code of Conduct

To: Parent/Guardian
From: Duzine Elementary School
Date: September 5, 2018

Please read, sign and return to your teacher by Friday, September 7, 2018

I have received and reviewed the information contained in the Duzine Elementary School Student Handbook and Code of Conduct with my child.

Student Name (Print) _____

Parent/Guardian Signature _____

Day-time Contact Phone Number _____

E-mail address _____

Date _____

Teacher _____