



GOOSEHILL  
PRIMARY SCHOOL

# Parent Handbook

2023-2024



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### School Hours

The school day begins at **8:25 a.m.**

Buses arrive at 8:20

Drop-offs enter the school between 8:20 and 8:25 a.m.

The school day ends at **3:00 p.m.**

Buses depart Goosehill at **3:05 p.m.**

### Arrival- Drop-offs

If you choose to drive your child to school in the morning, please enter the circle at the entrance in front of the main office between **8:20 and 8:25 A.M.** A staff member will greet your child. We respectfully request that parents remain in their cars during drop-off.

### The School Day

The school day begins at **8:25**. If you drive your child to school and arrive after that time, your child will be considered tardy. Please make every effort to have your child arrive to school on time. Children who arrive late to school miss important classroom routines and often feel rushed and confused as they begin their day.

Please pack your child a healthy snack every day. If your child also brings lunch from home, please pack it in a separate bag. Please remind your child that food is not shared or distributed in school. **(Birthdays and holidays are celebrated without food.)**



The only exceptions are two school events: Field Day and the First Grade Moving-Up Ceremony in June. Parents will be notified in advance if food will be offered in school.

Please dress your child for outdoor recess every day. We make every effort to have the children play outdoors. Please label ALL articles of clothing.

Children often like to bring favorite toys/items to school. Please do not send your child to school with electronic devices or other expensive items as there is always the possibility of things being lost or broken. Each teacher has her own policy regarding toys in the classroom. You will learn about her specific guidelines at Back to School Night.

### Starting the School Year- Review Emergency Contacts on the Parent Portal

It is important to review your emergency contacts in mid- August prior to accessing your child's class placement at the end of the month.

### **Information about Teacher Assignment/Class Placement**

Parents will receive an email from the school district in late August letting them know that class placement has been uploaded to the Parent Portal.

Parents will visit the school district website ([www.csh.k12.ny.us](http://www.csh.k12.ny.us)) and click on **Parent Portal (top right – key icon)**. The information can be accessed from anywhere (on the designated date). Before parents can access the placement information, the district will require that they update contact information online on the Parent Portal. This verification will occur twice a year so we always have the most current information for our students. Once that process is completed, they will be directed to the class placement information.

Please note: If your contact information changes at any time during the year, or if you add someone to your emergency contacts (e.g. a new babysitter) please call the Main Office to let us know.

Your child may receive a welcome letter from his/her teacher. Kindergarten students will also receive a name tag at our **Open House** (a few days before the start of school- date TBD) to wear on the first day of school. If you know ahead of time that you will not be able to attend the Open House, you can feel free to contact the Main Office and pick up the name tag the week before school starts. Rest assured, your child will be fine even without the name tag or attendance at the Open House! All of our staff members are on hand to help the children in the morning during the first week of school.

### **GHPTG = Goosehill Parent Teacher Group**

The GHPTG supports our school and our families in many ways. The annual dues support our school programs (assemblies, author visits) and family events, such as Family Fun Nights. Monthly meetings are held and a “Week Peek” is sent via email to keep parents abreast of what is happening in the school and ways they can support their children at home. Please make every effort to attend the meetings and workshops. The GHPTG Committees organize and run many events, such as Photo Day and the Welcome Back Picnic. They support Field Day, Moving Up Day, Kindergarten Orientation, School Supplies, and Class Parents. They also beautify our school (bulletin boards and garden) and create our yearbook. All of the school supplies your child needs are packaged and delivered to your child’s classroom on the first day of school through the School Supply Committee. All parents need to do is place the order online! An annual fundraiser is held to raise money for larger projects. Recently, the GHPTG donated a LEGO wall, an outdoor Story Walk, outdoor seating for literacy picnics, books for a Growth Mindset Library, and a Cricut for the Art room. GHPTG’s goals are to help parents be involved and enhance the school experience. We greatly appreciate everyone’s efforts on behalf of our students.





### **Preparing for the First Day of School**

We invite all students and their parents to visit the classroom and meet the teacher at our **Goosehill Open House**, which is held a few days before school begins. An invitation will be sent to your email. If you purchased your child's school supplies through the GHPTG, they will have been delivered to your child's classroom prior to the first day.

Parents are encouraged to begin to gradually move the **bedtime** hour to an early time over the last two weeks of August. We encourage parents to read books aloud to their children about the start of school. We recommend that parents engage their children in preparing for school the night before. Children can be given **clothing options** from which to choose so that dressing in the morning goes smoothly. Children can also be involved in choosing their **snack and lunch** for the next day. Snack and lunch should be packed in **separate bags**. Your child can help to pack their backpack. It is also a good idea to review your child's dismissal plan. Children feel more confident and secure when their "world" is organized and predictable.

### **Bus Transportation.**

Transportation schedules are posted on the District website in the Parent Portal at the end of August. We encourage parents to have their children ride the bus to school. Goosehill uses small vans that hold up to twenty children. Riding the bus promotes independence and supports children's ability to separate from their parents in the morning. Please be at the end of your driveway for morning pick-up about 5-10 minutes early to ensure a calm, unrushed transition. Bus drivers are instructed by the bus company **not to honk** their horns, and **not to wait** for children who are not at the **end of their driveway**.

### **Safety is our number one priority.**

Students are taught to behave in a safe and respectful manner while riding on the bus. The bus drivers will report any misconduct to the parents and to the school principal. If your child ever feels uncomfortable on the bus, please don't hesitate to call the principal. We work closely with parents to ensure that all children feel safe and comfortable on the bus. For the safety and comfort of all, bus privileges can be removed for a period of time if a child has difficulty following the rules.

It is important to teach your child how to adjust a **seat belt** so it fits around the waist. If your child has difficulty with this task, please let the teacher know. It is very important that children know that they may never be out of their seat while the bus is moving.

Please note that the first few weeks of school usually bring irregular bus/van times. Once the driver has adjusted to the route and the children have adjusted to riding the bus/van, the schedule time becomes consistent.

The children are picked up at their house but must be waiting at the **end of the driveway** with a parent or guardian. At afternoon drop off time a parent or guardian must meet them at the **end of the driveway** once again.

Please know that our drivers are instructed not to let a child off with anyone other than the parent or the adult who usually meets the child (e.g. babysitter) UNLESS the change has been entered in the **Operoo** system that morning naming the alternate adult. (The classroom teacher gives a note to the driver allowing him/her to release the child to the person you have named in Operoo.)

\*Please remember to add to your online emergency contact information any adult you would like to have the ability to pick up your child in the event that we cannot reach you by phone. If necessary, we WILL release your child to an adult who is listed as an emergency contact.

\*\*Please note that if you need someone else to pick up your child up from school or at the bus stop on a given day, this change MUST be entered in **Operoo**, regardless of whether or not that person is listed in your emergency contacts.

\*\*\* An email with instructions for using **Operoo** for transportation changes will be sent to all families.

### **Changes in Bus/Van Stops**

Each bus/van can only transport the children assigned to that bus number. They are not permitted to take a different bus home. **For the safety of all children, there are no exceptions.** Parents may arrange for their child to get off at another child's bus stop only if the children are assigned to the same afternoon bus/van. The parent must enter the change in **Operoo**, indicating that their child will be getting off at a different stop.

**Questions or concerns about bus/van transportation can be directed to: District Transportation Office (Jean Luna, Transportation Coordinator) 631.367.5920**

### **Dismissal Procedures from School**

At 3:00 p.m., classroom teachers put the children on their appropriate buses. Bus drivers are given the names of students who will not be taking the bus that day.

Bus drivers have been instructed to pick up and drop off children only at scheduled stops. **A parent, guardian, or family member must be at the end of the driveway to meet the child when the bus arrives at your home**

### **Pick Ups 2:50 p.m.-3:00 p.m.**

When picking up by car, please enter the pick-up circle in front of the building. Your child will be brought out to your car. Adults may be asked for identification if they are not familiar to our staff and security officers yet. We do not release any child to an adult without receiving consent from a parent in **Operoo**. **Please note that we limit the number of children released**

**to one parent to a maximum of three.** (Your own child plus two more.) There must be an appropriate child safety seat for each child.

### **Change of Transportation**

Children are most comfortable when their “world” is structured and predictable. Certainly there are times, however, when you need to change the day’s plans. In that event, please go to the **Operoo** system to make the change either the day before after 3pm or on the morning of the change, prior to 10am. Please do not enter a change for multiple days . **We respectfully request that you avoid making last-minute changes by calling the office.** While we will certainly honor your request in an emergency, please know that changes after the start of the school day result in interruptions to the classroom and distress for children. **Please also note that an email should never be sent for any time-sensitive request, as we cannot guarantee it will be read in time.**

**If your child will be picked up at dismissal each day, rather than riding the bus, or if they need to change their default plan, please call the main office to make this your default plan .**

**Any adult who may meet or pick up your child from school should be listed as an emergency contact on the Parent Portal.** Please double-check the information you provided (when you verified your emergency contacts in August) to be sure it includes all authorized adults and their current phone numbers. If you add a babysitter, or change your phone number, please update your parent portal and be sure to call the Main Office to update your contact information.



### **Van Riders**

Children may not ride any van other than their own. We do, however, accommodate stop changes when necessary. Your child may get off at another stop on the route only if you enter this dismissal change in the **Operoo** system prior to 10am. Please indicate the stop and the name of the child/adult who will care for your child that day. These arrangements require notification to the bus driver. Please double-check in the morning that the other child is indeed going to school that day and the plan is still in place.

### **Dismissal on Half Days – Noon Dismissal**

All students are dismissed together at 12:00 on half days of school. Pick-ups will begin at 11:45. Buses depart school at noon.

### **YMCA Aftercare Program**

The YMCA offers an after-school program at Goosehill Primary School. Please call 631-421-4242 for more information.



### **Back-to-School Night**

Back to School Night is held in the first weeks of school to provide parents with as much information as possible. Parents are invited to attend a 15 minute presentation by the principal

outlining and reviewing school goals and procedures followed by a 30 minute presentation by their child's classroom teacher.

### **How to Contact Teachers**

If you would like to speak with your child's teacher, you can call the Main Office and leave a message for her/him or send the teacher an email requesting that she call you. The teacher will get back to you within 24 hours. Please note that **email should never be used to send information that is time-sensitive**, such as information related to that day's dismissal plan.

If something occurred on the playground or school bus that you would like to discuss, please call the school principal.

### **Health Office**

Our Health Office is run by a full-time by a registered nurse. Our school nurse attends to the children's health and wellness needs and keeps a record of their visits to her office. Parents are not called regarding every visit to the Health Office. You will be called if your child needs to go home, is in distress, or requires any follow-up care.

### **Immunizations and Health Records**

New York State Law requires that schools ensure that all children have current physicals and up-to-date immunizations. If your child is missing an immunization, you will be contacted by the school nurse. If your child does not have all immunizations by September, s/he will not be permitted to attend school. Please contact the principal if you have any questions.

**Allergies** If your child has allergies, please notify the school nurse. If there are dietary or other restrictions, please call to discuss them with her. We have a **nut-free table** during the lunch periods where your child can sit with friends. To ensure that the friend's lunch is nut-free, we try to encourage tablemates who have purchased the school lunch. If your child wishes to sit at the nut-free table with a friend who has allergies, please send a note indicating that your child's lunch is nut-free.

**Medication** Any medication required to be administered by the school nurse must be in its original container and delivered in person to the nurse with the school medication form completed by the doctor and parent. Please do not send any medicine to school in your child's backpack. No over-the-counter medicine is allowed in school, including creams, lotions, cough drops, and eye drops. All medication must have the physician's orders and parent permission. You can obtain a form from the Health Office or the main office.

If your child has an injury or procedure/surgery, a physician's note must be submitted to the Nurse's Office indicating whether or not participation in Physical Education and /or recess is permitted. After any period of restriction from activity, another note from the physician is required before the child can return to normal activity.



**If your child is injured or feels ill at school**

You will receive a phone call from the nurse if there is an injury or illness at school that the nurse feels warrants your attention. You will not be called for every visit to the Health Office.

**Please keep your contact phone numbers up to date and always make sure someone can be reached and is able to pick up your child within half an hour.** Children will often become upset when no one can be reached.

A change of clothes will be provided by the Health Office in the event of bathroom accidents or spills. Please wash and return the clothes to school the next day. If you wish, you may provide your own set of clothes for your child to be kept in the Health Office. Please label everything with your child's name.

**Vision and Hearing Screening**

Our school nurse conducts New York State-mandated vision and hearing screenings once a year. If she has a concern, she will contact you. Please note that school screening results are not intended to take the place of your pediatrician's recommendations.

**Attendance**

Regular attendance is a critical aspect of your child's educational development and successful integration and engagement in school. Under New York State law, parents and guardians are responsible for their children's regular attendance and punctuality.

Excused absences include: personal illness, illness or death in the family, impassable roads, religious observance, required court appearances, and medical appointments.

In many cases, absences from school are unavoidable due to health problems or other circumstances. However, chronic absenteeism can have a drastic impact on your child's education. Missing ten percent of the days in a school year (approximately 18 days) is considered chronic absenteeism. Please consider the following:

- It doesn't matter if absences are excused (due to illness) or unexcused (due to vacation or anything other than illness). They all represent lost time in the classroom and a lost opportunity to learn.
- Attendance matters as early as kindergarten. Studies show children who miss too many days in kindergarten and first grade often have trouble mastering reading by the end of third grade.
- The early years are a great time to start building a habit of good attendance and punctuality. Studies show that poor attendance in primary school can predict absenteeism in later grades.

Letters will be mailed home to the parents of students whose absences or late arrivals exceed 10% each marking period.

**When to Keep Your Child Home from School Due to Illness**

As a parent you have to make decisions about when to keep your child home from school due to a health concern. Sometimes it's an easy decision---your child is obviously sick. Other times, it may not be that simple. Here are a few ideas to consider:

- **Fever:** Children should stay home from school if they are running a fever of 100° or greater. They may return to school after 24 hours only if there is no fever without fever-reducing medication.
- **Nausea:** If your child vomits or has diarrhea in the morning before school, s/he should stay home. If s/he has no appetite and/or complains of stomach pain, is clingy, or lethargic, a day to rest and recover is also indicated.
- **Cough/nasal discharge:** If your child's cough or runny nose is producing excessive mucus or discolored discharge, it is important to keep your child at home. Please help your child practice blowing their own nose and covering the mouth when coughing. Having the sniffles, mild congestion, or a slight cough, does not necessarily mean a child can't be active and participate in school activities. On the other hand, if your child has been up coughing all night and needs to be woken up in the morning (if they typically wakes up on their own), your child will likely need to stay home to rest and recharge.
- **Head Lice:** Although not considered a health concern, lice are upsetting and require effort, time, and money to treat. You should check your child's scalp on a regular basis, especially if you observe them scratching the head. Students are reminded to avoid head-to-head contact at school, which is the primary way lice are spread. We often see an increase in cases following vacations, when playdates and sleepovers are most common. Please be extra vigilant during those times. The following information is important to note:
  - Head lice are not an indication of poor hygiene. They do not cause disease.
  - Head lice are tiny, wingless insects that live close to the human scalp and feed on blood.
  - The eggs (nits) are tiny, yellowish or white eggs that attach to the hair shaft. They can look like dandruff but cannot be brushed off. The adult louse is the size of a sesame seed and is tan to grayish-white.
  - If you suspect your child has lice, talk to a healthcare provider to discuss the best treatment approach for your family. If your child is treated for lice, there is no reason not to attend school.

Teachers are vigilant in reminding the children to wash their hands, keep their hands away from their face, and cover their mouths when they cough or sneeze. We also remind children to respect personal space and to avoid head-to-head contact. Please reinforce this at home

### **Absences**

If your child is absent from school, please email Goosehill Attendance:

[ghattendance@csh.k12.ny.us](mailto:ghattendance@csh.k12.ny.us) **before 10:00 am** on the date of the absence. Please indicate the date, your child's name and the nature of your child's illness. If your child is absent and the Attendance Office is not notified before 10:00 am, you will receive an automated call informing

you of your child's absence and requesting that you call the Main Office to confirm the absence. **(631) 367-5941**. Please note that you may receive the automated call if your child is late to school, as tardy arrivals require that the system be updated. New York State Law requires that a note explaining the absence be submitted to the teacher when your child returns to school. If you report the absence via email, that will suffice. If you need to speak directly to the Nurse, please call her direct line: **(631) 367-5950**.

### **Absences and Homework**

If your child is absent due to illness for more than two days, you may email the teacher to request that some work be provided for your child to complete at home when feeling better. The teacher and/or an assistant teacher will work with your child after their return to ensure that essential concepts are reviewed.

If your child is absent due to a **vacation**, we are not able to provide school work in advance of that trip. We recommend, in these instances, that families engage their children in daily reading and writing, especially related to the trip (e.g. the location & culture of the area, daily adventures, etc.).

### **Lunch & Recess**

The lunch/recess period for kindergarten and first grade is 50 minutes long- approximately 25 minutes for lunch and 25 minutes for recess. Students are supervised by Teacher Aides the entire time. Students eat their lunch in the cafeteria. They sit at assigned tables for their class. Students can either bring lunch from home or can purchase lunch from the cafeteria.

### **Buying Lunch**

Visit <http://www.myschoolbucks.com/> via the CSH website to add money to your child's lunch account. This is the easiest method for students to purchase lunch.

Each month a calendar with the lunch choices is available on the school website. In addition to the main entrée, they may purchase pizza or a bagel.

If a student requests a second portion of the school lunch, or requests food from the cafeteria after having eaten lunch from home, we provide it for them. The child's account is charged. Because parents can monitor their child's purchases, we do not call home to report these purchases unless they happen very frequently.



### **Recess**

Weather permitting, recess will be held outdoors on the field and playground.

Recess may either precede or follow lunch depending on your child's class schedule. Please be mindful of the weather when dressing your child. Recess will be outdoors whenever possible so

coats, hats, gloves, scarves, are necessary. We do not follow a hard and fast rule regarding the temperature at which recess is held outdoors. Rather, we consider the temperature along with the amount of sunshine and the wind chill factor. **Please label all clothing.**

During inclement weather recess will be held indoors in classrooms, the science room, book nook, and gym. A variety of games, puzzles, and building activities will be available for the children to play with.



### **Birthday / Holiday Celebrations**

The classroom teacher may contact parents to set up a date/time for parents to visit to celebrate their child's birthday. Parents may be invited to the classroom for about 20 minutes to read a book or provide a simple craft for the class to complete. The specifics of the celebration may vary slightly from teacher to teacher. **As per our School Food Policy, parents are asked to NOT bring in any kind of food or candy for the birthday celebration.**

If you plan a birthday party outside of school, please note that invitations cannot be distributed in school unless every child in the class is invited to the party. We also ask that parents not send in goody bags for birthdays.

At Goosehill, we celebrate a variety of holidays with seasonal activities designed by the classroom teacher and supported by our Class Parents. On Halloween, children are invited to wear their costumes to school. Guidelines are distributed regarding Halloween and costumes. **Food is not distributed during these activities.**

### **Toys in School**

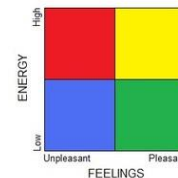
Children often want to bring toys from home into school. Although not prohibited, the decision is at the discretion of the classroom teacher. If a teacher permits toys in the classroom, children must not trade toys with other students.

While we recognize that technology is an important educational tool, we are very careful about its use at Goosehill Primary School. Therefore, we ask that our students **not** come to school with electronic/mobile devices, including cell phones, tablets, and wrist computers (e.g. Apple watch). If students use such technology without supervision, they may be exposed to inappropriate information and images. The devices also limit social interaction, cause distraction, and are expensive to replace.

### **Visitors to Goosehill Primary School**

For the safety and security of our school and to prevent unauthorized individuals from entering the school, the main entrance to Goosehill Primary School is equipped with a closed circuit television system and is manned by a Security Officer at all times. All entrances to the building, including the main entrance, are locked when students are in the building.

Our Visitor Management System requires that adults present a driver's license in the vestibule, before they enter the school, so that a visitor's badge can be created and worn during their visit to the school.



### Responsive Classroom Approach at Goosehill Primary School

What is the Responsive Classroom approach?

It is a way of teaching that creates a safe, challenging, and joyful classroom and schoolwide climate for all students. Teachers use the Responsive Classroom approach to understand that all of student's needs – academic, social, emotional, and physical – are important. Teachers create an environment that responds to all of those needs so that your child can do his or her best learning.

The Responsive Classroom approach develops teachers' competencies in four key areas:

- **Engaging Academics** – Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.
- **Positive Community** – Teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.
- **Effective Management** – Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.
- **Developmentally Responsive Teaching** – Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

### Social-Emotional Learning

At Goosehill, we focus on Social-Emotional Learning (SEL) because we know how important it is. Numerous studies demonstrate that students whose schools emphasize social-emotional learning are more successful academically. SEL also improves students' behavior, reduces stress and anxiety, and fosters positive peer interactions. All of these factors help children feel more comfortable and happy in school, making them more "available" for learning.

The goals of our SEL program are to help children acquire the knowledge, attitudes, and skills necessary to understand and regulate their emotions, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Everything we do is rooted in these goals, including the way we help children solve conflicts and how we approach discipline.

Our SEL program is called "The Ruler Approach." RULER is an acronym for the skills we teach our students. We teach them to: Recognize, Understand, Label, Express, and Regulate their emotions using a variety of "tools," including the Mood Meter and Meta-moment Strategy.

The first component of the program is the Charter, which provides guidelines for behavior that contribute to the safety and well-being of all of members of our school community. Here is a sample School Charter, created with students' input:

### **Goosehill Primary School Charter**

How do we want to feel in our classrooms, in the lunchroom, on the playground and bus, and in our hallways? *Good, happy, excited, included, safe*

What will we do to make sure we all feel this way? *Keep hands, feet, and body to ourselves, Respect personal space ("Don't pop people's bubbles!"), Include people-invite them to play and sit with you, Share, Use nice words, Talk in a calm voice*

What should we do if someone doesn't live by our charter? (If someone is mean, or hurts us with words or actions...) *Never do it back, Give him/her an "I message," ("I don't like it when you do that. Please stop!"), Walk away, Tell a grown-up*

If someone doesn't learn and breaks the charter again... What should we do? (What are the consequences for "hurtful choices"?) *The teacher/principal will call parents, s/he will lose a privilege, write a sorry note, do something extra nice for the person (make amends)*

The **Mood Meter** is another important component of the program. It is a tool used to help children recognize the emotions they feel. Emotions are represented as colors-red, yellow, blue, and green and are located in quadrants formed by the ranges of feelings (pleasant – unpleasant) and energy levels (high- low) we all feel at different times. Helping children identify what they are feeling in the simplest way (using colors) is the first step toward building self-awareness and the ability to regulate one's emotions.

The self-regulation strategy we teach is called "**Taking a Metamoment.**" A metamoment is a moment in time when instead of reacting with anger or frustration, a person takes a more positive action such as counting to ten, taking a deep ("triangle") breath, thinking a positive thought, walking away from a situation, giving an "I message" ("*I feel sad when you...*") and/or asking for help from an adult. We teach the children that by delaying the instinct to lash out in anger or frustration, a person can respond in a way that is helpful to everyone involved. (ie: "make a helpful choice") A meta-moment gives your brain time to think so you can "be your best self."

Giving an "I message" is an important strategy to use if a classmate "breaks" the class or school charter. The children know how to give "I messages," and the adults in our school support their efforts to use them. These messages are a form of self-advocacy and a way to use words to express feelings to avoid acting out in anger. An "I message" might sound like this: "*I feel sad when you say I can't play.*" Or "*I feel angry when you take my toy.*" Or "*I don't like it when you push me.*" The children are learning to express themselves in a positive way and also to accept an apology and a promise from a friend who might have made a "hurtful choice." Of course,

the children know consequences are part of the process if someone continues making hurtful choices.

Another aspect of our comprehensive SEL program is called **Friendship Club**, which meets in the psychologist's office during lunch or recess. Some of the topics that are explored during Friendship Club include turn-taking, asking a friend to play, navigating conflicts during play, being flexible, sharing, following the rules in a game, and any other issue that may arise during play. At this age children come to school with various skill levels in terms of play and it is our job to support those developing skills so that all children at Goosehill Primary School feel included and form lasting friendships.

Children may come home and mention that they ate lunch with the school psychologist. It is our goal that all of the students in the school will be able to participate in Friendship Club at some point during the school year. The students will cycle in and out of Friendship Club and most of the groups will run for about three weeks.

### **Executive Functioning Skills**

At Goosehill Primary School, we utilize a movement program entitled **Neuronet**, also known as StepUp to Learn. The program was created by an audiologist. It combines kinesthetic learning, rhythm, and repetition with early learning curriculum to improve academic and behavioral outcomes.

### **Discipline**

At Goosehill Primary School, we are mindful of the fact that the Latin root of the word discipline means **"to teach."** Young children need explicit teaching about emotions—what triggers them and ways to manage them. They are learning the vocabulary of feelings to help them understand and express what they are experiencing in their minds and hearts. Every conflict, disappointment, outburst, or impulsive act is an opportunity to teach a child a skill that will help him/her make better decisions and handle conflict more successfully in the future.

### **The Dignity for All Students Act**

The intent of the New York State Dignity Act is to provide all public school students with an environment free from discrimination and harassment, as well as to foster civility in public schools. It also focuses on the prevention of harassment and discriminatory behaviors through the promotion of educational measures meant to positively impact school culture and climate. The Dignity Act requires age-appropriate responses to the discrimination and harassment of students and/or employees on school property, with remedies and procedures focusing on intervention and education. The Dignity Act Coordinators of Goosehill are the principal and school psychologist. Parents can contact either coordinator to report a concern. Our responses are designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act.

### **Home-School Communication**

Our School District Communication system utilizes an email and “All Call” system to notify parents about events, such as the posting of class placement, report cards, delayed school openings, early school dismissal and emergency school closings (**snow days**). You will receive a phone call on your home and cell phones, as well as text and email.

### **Parent-Teacher Conferences**

Parent-teacher conferences are a wonderful opportunity to strengthen the home-school connection. When teachers and parents work together, children benefit in countless ways. During your conference, you can share what you would like the teacher to know about your child. What are your child’s interests? What does your child love about school? How are homework routines going? What impresses you the most about your child’s learning? What concerns do you have?

The teacher will share information about how your child performs in school, how skills and work habits are developing, as well as how your child interacts socially. It is important to remember that all learners develop at different rates and in different ways. Your child’s teacher will help you know the areas in which your child is performing comfortably and the areas in which s/he needs some support. She will let you know what she is doing to address your child’s needs and what you can do to support your child at home. We may offer AIS (**Academic Intervention Services**) for a period of 4-8 weeks to give your child a “boost” in a particular area such as reading. You will receive notification about AIS and a progress report at the end of the session.

The best way to support your child’s growth and confidence as a learner is to celebrate and encourage effort and perseverance. Let your child know how proud you are of how hard they works in school to be the very best student they can be.

### **Committee on Special Education – CSE/CPSE**

The Committee on Special Education and Committee on Preschool Special Education are teams appointed by the Board of Education, which review evaluations and student progress in order to determine eligibility for special education services. A child is recommended to the CSE if it is determined that s/he has a disability which adversely impacts upon his/her education. The CSE recommends appropriate programs and services to ensure that classified youngsters receive an appropriate education in the least restrictive environment. If you have any questions about your child’s needs, please let your child’s teacher know. You may contact the principal to discuss programs and services to which your child may be entitled.

The Committee on Preschool Education (CPSE) addresses the special needs of preschool children (ages 3-5). Any child of preschool age who is suspected of having a developmental delay or other disability may be referred to the district’s Committee on Preschool Special Education. The office of Special Education and Pupil Services should be contacted to set up a



screening in order to identify the need for special services. For further information, call 631-367-5936.

### **Homework**

One goal of homework is for students to practice and apply the skills they are learning. Other goals include helping them develop independence, a sense of responsibility, and organizational skills. Our teachers assign homework on some nights, and may also offer a Choice Board. Choice Boards provide a variety of learning and practice activities and tasks from which a child may choose. We believe that children are more engaged with homework when they have some choice in the process. Choice Boards also enable a teacher to differentiate the homework for children who have varying needs.

There are many ways parents can support their children as they complete homework:

- **Establish a homework routine.** It's a good idea to give your child some control over when homework is to be done---right away, after a snack, right before dinner. (After dinner HW time often is problematic, as children and parents are tired.) \*Make sure your child has at least 30 minutes before bed (without electronics) to unwind.
- **Establish a daily homework folder routine-** Have your child unpack the folder, set up HW tasks, choose the tasks to complete (if it is a Choice Board) and an order in which tasks will be completed. Help your child pack all HW up and put the folder back in the backpack immediately.
- **Read and respond to notes from the school.** Remove "checked" homework. Decide what should be saved (such as your child's writing) and what can be discarded (such as practice worksheets).
- **Utilize a family calendar-** Record school events, dates when forms/assignments are due, children's activities, family plans, etc.
- **Have all materials accessible-** Create a drawer or fill a box with the items your child may need: pencils, sharpener, eraser, counters (pennies), ruler, paper, children's dictionary, scissors, glue stick, colored pencils, markers...
- **Read the instructions together-** Talk about what is being asked. Have your child paraphrase the instructions and then clear up any misconceptions.
- **Allow/Encourage** your child to complete the task independently. Watch/support as they get started/complete one or two problems, and then fade back. Let your child know you are available to help *after* they've tried it on their own.
- **Celebrate effort and independence first.** Help your child feel proud of himself: "You must feel really good about how hard you worked on this." or "You must be proud of how you did this on your own!"
- **Review the work-** Ask questions, show interest. "How did you solve that problem?" "What did you learn from this?" Comment on the positive. ("I like how you...") If quality/neatness is an issue, ask, "What can you do to make this better? If your child resists, let the teacher know you would like quality/neatness reinforced.
- **To correct or Not to Correct?** If you see your child making an error, it is okay to help him correct it. It would be counter-productive for a child to practice doing something

incorrectly. However, be careful not to do too much for your child. If your child needs a lot of support from you, please send the teacher a note/email.

### **Report cards**

Report cards can be accessed on the Parent Portal (top right) of the Cold Spring Harbor School District website: [www.csh.k12.ny.us](http://www.csh.k12.ny.us) after 5:00 p.m. on a designated date in December, March, and June. (see the District calendar)

The Goosehill report card is designed to communicate your child's achievement in relation to the New York State Learning Standards. Our students are developing foundational skills, learning complex ideas, and developing strategies that will help them achieve at high levels throughout their school experience. Please remember that while a report card provides you with insight into your child's progress *at a moment in time*, it does not define your child as a student. It is *one* part of our important home-school connection.

**Performance levels** range from 1-4 and indicate where your child is performing in relation to *benchmarks* set for each marking period. If your child is **meeting expectations** (level **3**), it means that your child has learned the foundational concepts and skills expected at this point in the school year and can apply them with some level of independence. It is important to note that grade level expectations are quite high, so **a performance level of 3 is a commendable achievement**. Occasionally, a child demonstrates a strong ability to perform in a particular area and applies a skill consistently and independently. The performance may actually exceed expectations at points during the school year (level **4**).

If your child **needs support to meet grade level expectations** (level **2**), it means that while your child is learning and demonstrating many of the requisite skills, they are not quite able to consistently apply them on their own yet. **Most children perform at level 2 in a few areas**, and their teachers target instruction to address those skills in the classroom. A child performing at level 2 *may or may not* be receiving Academic Intervention Services (AIS) at this time, but progress is being monitored. Remember, at Goosehill we recognize that learning is part of a developmental process that involves many factors including age, readiness, and experience. All children develop at different rates and at different times. We provide extra support to many, many students whenever we think they need a little "boost." This is not a cause for alarm! Rather, it is part of a very comprehensive approach to meeting children's needs.

Children who are **having difficulty meeting grade level standards** (performance level **1**) may receive AIS or other kinds of support in addition to classroom instruction. Teachers will have shared their plans for teaching students the necessary skills so that they can make steady progress toward meeting the expectations of the grade level.

### **Transition to the Next School Year**

Our first graders visit West Side and Lloyd Harbor Schools in June. They ride a "big bus" to their new schools where they have a tour and spend time in the second grade classrooms. Parents

of current first graders receive an invitation to attend an Orientation Meeting at Lloyd Harbor and West Side Schools in May.

**Use of Student Photos/Videos/Names:** In various district-associated publications, such as the district calendar, newspapers, newsletters, Tweets, and websites, we occasionally will use photographs or videos of our students and/or identify them by name as part of school news related articles. You may not want to have your children's name, photo or video appear in these media. **If you wish to exercise this option please contact your building principal.**

### **Safety Drills**

We conduct safety drills on a regular basis. The children learn what to do in the event of emergencies requiring either evacuation (e.g. fire drill) or a lockdown of the building. During a lockdown drill, teachers instruct the children to be seated in a specified area of the classroom. They explain that Lockdown means we **lock** the door and sit **down** in a safe area in our classrooms. The drill serves as a practice experience for the children so that in the event of an emergency, they will be more readily able to follow their teacher's directions. Most importantly, it serves as an opportunity for the adults in charge to review and implement our safety protocols.

### **Parent Involvement**

Parents are our students' first and most important teachers. We hope that our communication with you helps you be able to better support your child's development. Please make every effort to attend classroom and school events, GHPTG meetings, and parent workshops. We also hope you will read the Weekly Notes regularly, where we provide information about school happenings and ways you can support your child's effort and performance in school.

## **SCHOOL DISTRICT POLICIES**

**Additional information on Board of Education Policies can be found on our District website.**

### **CODE OF CONDUCT INTRODUCTION**

Students need to be supported and engaged in school in order to promote strong character and appropriate conduct. It is also essential that students are able to take age-appropriate responsibility for their own behavior.

Student engagement is developed when students are provided with multiple opportunities to participate in a wide range of positive social activities while interacting with caring, supportive

adults. This helps to ensure that students are better able to:

- establish positive relationships
- make responsible decisions; and
- handle challenging situations constructively and ethically.
- recognize and manage emotions
- develop caring and concern for others

Student discipline and support policies and practices will be implemented in a manner which is caring and equitable, respectful and based on trust among administration, staff, students, and families and holds all individuals accountable. This will help students:

- learn from their mistakes;
- understand why their behavior was unacceptable;
- acknowledge the harm they caused or the negative impact of their actions;
- understand what they could have done differently;
- take responsibility for their actions;
- learn pro-social strategies and skills to use in the future; and
- understand that further consequences and/ or interventions will be implemented if their unacceptable behavior persists.

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. The school district is committed to:

- ensuring each student is healthy, safe, engaged, supported, and challenged;
- helping students develop self-discipline and social and emotional growth; and
- guiding students in improvement and corrections of inappropriate, unacceptable and unsafe behaviors.

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.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible developmentally appropriate, graduated consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly, keeping in mind the goal is not to penalize, but to teach students there are consequences to actions and choices.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

### **A. Student Rights**

The district is committed to safeguarding the rights given to all students under federal and state law and district policy. In addition, to promote a safe, healthy, orderly and supportive school environment, all district students have the right to:

1. Take part in all district activities on an equal basis regardless of actual or perceived race, size, color, creed, national origin, ethnic group, religion, religious practice, gender (including gender identity and expression) or sexual orientation or disability.
2. To be respected as an individual and treated fairly and with dignity by other students and school staff.
3. To express one's opinions, either verbally or in writing, as long as it is done so in a respectful manner.
4. Present their version of the relevant events to school personnel authorized to impose a consequences.
5. Access school policies, regulations and rules and, when necessary, receive an explanation of those rules from school personnel.
6. To be provided with clear expectations regarding:
  - a) Course objectives and requirements
  - b) Grading criteria and procedures;
  - c) Assignment requirements and deadlines; and
  - d) School and classroom rules and expectations regarding behavior.

#### B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Help make school a community free of violence, intimidation, bullying, harassments, and discrimination.
3. Be familiar with and abide by district policies, rules and regulations dealing with student conduct.
4. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
6. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
7. Use a polite tone of voice and appropriate body language, listening when others are speaking to you.
8. To be truthful when speaking with school officials regarding Code of Conduct violations.

9. Respect personal space.
10. Work to develop mechanisms to manage their emotions and reactions and resolve conflict with others.
11. Ask questions when they do not understand.
12. Seek help in solving problems.
13. Dress appropriately for school and school functions.
14. Accept responsibility for their actions.
15. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

### **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, and appearance shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Not include revealing and/or see-through garments.
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.
5. Not include the wearing of hats 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, religion, creed, national origin, gender, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco, e-cigarettes/vaping or illegal drugs and/or encourage other illegal or violent activities.

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, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

## **PROHIBITED STUDENT CONDUCT**

Students may be subject to disciplinary action, up to and including, suspension from school, when they:

- A. Engage in conduct that is disorderly. Examples of this type of behavior include, but are not limited to:
  - 1. Running or otherwise unsafe behavior in hallways.
  - 2. Making unreasonable noise.
  - 3. Using language or gestures that are profane, lewd, vulgar or abusive.
  - 4. Obstructing vehicular or pedestrian traffic.
  - 5. Engaging in any willful act which disrupts the normal operation of the school community.
  - 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.
  - 7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.(Policy 4526)
  
- B. Engage in conduct that deliberately goes against what a student has been asked to do or where they are supposed to be at any given time. This behavior is considered insubordinate. Examples of this type of behavior include, but are not limited to:
  - 1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating belligerence or disrespect.
  - 2. Lateness for, missing or leaving school without permission.
  - 3. Skipping detention.
  
- C. Engage in conduct that prevents others from being able to learn, focus, or be engaged in their work. This behavior is considered disruptive. Examples of this type of behavior include, but are not limited to:
  - 1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
  - 2. Inappropriate public sexual contact.

3. Display or use of personal electronic devices, such as, but not limited to, cell phones, music or video players, cameras, in a manner that is in violation of district or building policy.
- D. Engage in conduct that is violent. Examples of this type of behavior include, but are not limited to:
1. Committing an act of violence (such as hitting, kicking, punching, spitting and scratching) upon a teacher, administrator, other school employee, another student or any other person lawfully on school property.
  2. 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.
  3. Displaying what appears to be a weapon.
  4. Threatening to use any weapon.
  5. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
  6. Intentionally damaging or destroying school district property.
- E. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such behavior include, but are not limited to:
1. Attempting to engage in or perform an act of violence noted in Section D
  2. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
  3. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
  4. 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.
  5. Discrimination, which includes the use of race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender(identity and expression), sexual orientation, weight or disability as a basis for treating another in a negative manner.
  6. Harassment, which includes 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. Harassment (or Bullying) is also the creation of a hostile environment. (See policy, 0115, Student



Harassment and Bullying Prevention and Intervention for a more complete definition.)

7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
  8. Bullying, which may be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror (See policy 0115 for a more complete definition).
  9. Hazing, which includes an induction, initiation or membership process involving harassment (see policy 0115 for a more complete definition)
  10. Selling, using or possessing obscene material.
  11. Using vulgar or abusive language, cursing or swearing.
  12. Possessing, consuming, selling, distributing or exchanging cigarette, cigar, pipe, electronic cigarette; or other related device, or chewing or smokeless tobacco.
  13. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "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", which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.
  14. Inappropriately using or sharing prescription and over-the-counter drugs.
  15. Gambling.
  16. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
  17. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
- F. Engage in misbehaviors prohibited by sections A-E of this section while on a school bus. All students must remain seated, keep objects and body parts inside the bus, obey the directions from the bus driver or monitor. 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.

- G. Engage in any form of academic misbehavior. Examples of academic misbehavior include, but are not limited to:
- Plagiarism.
  - Cheating.
  - Copying.
  - Altering records.
  - Assisting another student in any of the above actions.
- H. Engage in off-campus misbehavior that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or at a school function. Such misbehavior includes, but is not limited to, threatening or harassing students or school personnel through any means off-campus, including cyberbullying (for a complete definition of harassment, bullying and cyberbullying refer to policy 0115, Student Harassment and Bullying Prevention and Intervention)
1. Cyberbullying (i.e., inflicting willful and repeated harm through the use of electronic text). (a complete definition of harassment, bullying and cyberbullying refer to policy 0115, Student Harassment and Bullying Prevention and Intervention)
  2. Threatening or harassing students or school personnel over the phone or other electronic medium.

### **Consequences**

Students who are found to have demonstrated inappropriate behavior may be subject to the following interventions and consequences, either alone or in combination. The school personnel identified after each consequence listed below are authorized to assign that consequence, consistent with the student's right to due process.

1. Oral warning, teacher/student conference, parent contact, in-class time out, brief time out of class, loss of classroom privileges – any member of the staff
2. Written notification to parent –coaches, guidance counselors, teachers, Principal, Superintendent
3. Detention – teachers, building administration, Principal, Superintendent
4. Suspension from transportation – Director of Transportation, Principal, Superintendent
5. Suspension from athletic participation – coaches, Athletic Director, building administration, Principal, Superintendent
6. Suspension from social or extracurricular activities – faculty advisor, building administration, Principal, Superintendent
7. Suspension of other privileges – building administration, Principal, Superintendent
8. In-school suspension – Principal, Superintendent

9. Removal from classroom by teacher – teachers, Principal
10. Short-term (five days or less) suspension from school – Principal, Superintendent, Board
11. Long-term (more than five days) suspension from school –Superintendent, Board
12. Permanent suspension from school – Superintendent, Board.

**B. Procedures**

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

Students who are to be given consequences other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the consequence is imposed. These additional rights are explained below.

- 1. Detention**
- 2. Suspension from transportation**
- 3. Suspension from athletic participation, extra-curricular activities and other privileges**
- 4. In-school Suspension**

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 consequence involved.

**5. Suspension from School**

Suspension from school is a severe consequence, which may be imposed only upon students who are insubordinate, disorderly, violent, disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the Principals.

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student.

- a. Short term (five days or less) Suspension from School

When the Superintendent or Principal (referred to as the "suspending authority") proposes to suspend a student charged with misbehavior for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misbehavior, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. 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 decision to propose suspension at the last known address for the parents. 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 the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the Principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the Principal may establish.

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student.

b. Long term (more than five days) Suspension from School

When the Superintendent determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The Superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent

c. Permanent suspension

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function.

## **DISCIPLINE OF STUDENTS WITH DISABILITIES**

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the district's student code of conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others.

The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes.

Therefore, the Board is committed to ensuring that the district follows suspension and removal procedures that are consistent with those protections. The code of conduct for students is intended to afford students with disabilities and students presumed to have a disability for discipline purposes the express rights they enjoy under applicable law and regulations.

#### **CORPORAL PUNISHMENT**

The Board of Education prohibits the corporal punishment of any student by any teacher or other employee of the Cold Spring Harbor School District. Any infraction or violation of this policy shall immediately be reported to the Building Principal and to the Superintendent of Schools, who shall notify the Board.

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden.

#### **STUDENT SEARCHES AND INTERROGATIONS**

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary consequence on a student may question a student about an alleged violation of law or the district code of conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

The Board authorizes the Superintendent of Schools, Building Principals, the school nurse and district security officials to conduct searches of students and their belongings, in most instances, with exceptions set forth below in A. if the authorized school official has reasonable

suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

Before searching a student or the student's belongings, the authorized school official should question the student as to whether he or she possesses physical evidence that they violated the law or the district code, request that the student voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.