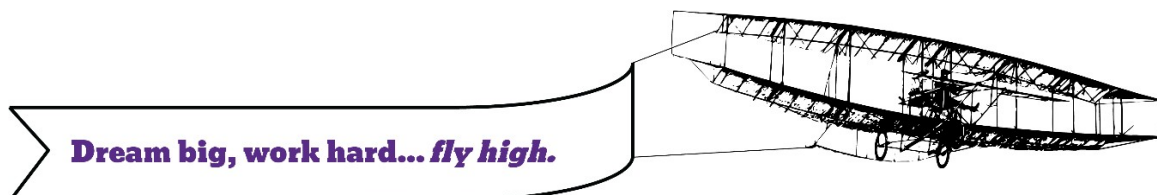


Glenn Curtiss Elementary School



PreK-6 Parent/Student Handbook

2020-2021



Welcome

Welcome to the 2019-2020 school year at our Glenn Curtiss Elementary School. We are excited to have our students back in school and look forward to a year full of learning, risk-taking, perseverance, and growth through hard work together!

In Hammondsport we are committed to providing a high quality standards-based education that is both engaging and student-centered. In order to become positive contributing members of our school community, our students are provided with the opportunity to excel academically, socially, and emotionally, including in both athletics and the arts. We believe that *each child belongs to all of us*, and welcome and encourage the opportunity to actively partner with our parents and families. We believe that a strong partnership between school and home sets the stage for our children to reach their fullest potential as learners.

It is essential for our students to know the contents of our handbook. In order to ensure this occurs, we request that you read and discuss the contents of this handbook as a family. We hope that the information provided will clearly define our rules and expectations as we work toward another successful and productive school year.

Thank you for preparing your child each and every day to learn!



Elementary Principal:	Mr. Joe Koehler
Elementary Secretary:	Mrs. Darcie Haynes
Elementary Office Phone:	607-569-5200 ext. 5233
Elementary Fax:	607-569-5230

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Mission Statement

The Hammondspport Central School District is committed to providing quality educational opportunities to all students, while establishing appropriate student standards and outcomes, which are consistent with the expectations of the broader community.

District Telephone Directory

To contact anyone within the Hammondspport Central School system, you need to dial 569-5200. Listen for the automated attendant who will guide you through a menu of options. Below is a list of commonly used extensions.

Common Extension Numbers



District Office	5235
Business Office	5290
High School Office	5287
Guidance Office	5232
Elementary Office	5233
CSE Office	5220
Athletic Director	1259
Bus Garage	5283
Adult Education	5332
Cafeteria	5263
Curriculum Coordinator and Director of Student Intervention Services	5233
Nurse	5241
CSE Chairperson	5310
Maintenance	5244

School District Website: www.hammondspportcsd.org

School District Facebook Page: <https://www.facebook.com/hammondspportschool/>

Our School Community

The school community is made up of staff, volunteers, parents, and students. Each plays an important role in the educational process. Through the combined efforts of the entire school community, a positive atmosphere that is conducive to learning and developing well-rounded children will be maintained.

Role of the District Personnel

The educational process begins early in childhood and continues throughout life. All District personnel will:

1. Use available resources to provide learning experiences that allow for individual differences.
2. Develop positive social behavior and attitudes through character education and appropriate rules and consequences.
3. Keep lines of communication open between school and home by informing parents of student progress and school activities.
4. Provide meaningful opportunities for parents to contribute to the education of each child.

Role of the Parent/Guardian

Parents or guardians play a crucial role in assuring that their children are successful in school. You promote school achievement when you:

1. Ensure that your child attends school each day - on time, clean, rested and fed.
2. Support the importance of learning and the values of respect, responsibility, citizenship, trustworthiness, fairness, and caring.
3. Communicate with school personnel about your child's progress, challenges, or special needs.
4. Encourage your child to participate in class and be responsible for his/her schoolwork.
5. Contribute your time and talents to the school community.
6. Build positive and supportive relationships with teachers, other parents, and your child (ren)'s friends.
7. Help your child (ren) deal effectively with peer pressure.



Role of the Student

Every student has the right to participate and to learn in a safe, orderly, and positive school environment. Each student is responsible for his/her own behavior in helping to create and maintain such a school environment.

Each student in the elementary school has the following rights and responsibilities:

Student Rights

All District students have the right to:

1. Take part in all District activities on an equal basis regardless of age, race, creed, religion, religious practice, color, national origin, sex, sexual orientation, gender, ethnic group, political affiliation, marital status, or disability.
2. Schools that are free of tobacco, alcohol, and drugs.
3. An explicit and consistently-administered discipline code.
4. Courtesy and respect from one another and from school personnel.
5. Present their version of the relevant events, at an appropriate time, to school personnel before imposition of penalty and be afforded due process before removal from an instructional program.
6. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
7. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on district property or at a district-sponsored event.

Student Responsibilities

All District students have the responsibility to:

1. Contribute to maintaining a school environment conducive to learning and to show respect to other persons and to property in accordance with this Code of Conduct and the Dignity for All Students Act.
2. Comply with all District policies (including this Code), rules, and regulations regarding student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their individual ability in all academic and extra-curricular pursuits and strive toward their highest level of achievement possible.
5. React positively and responsibly to directions given by teachers, administrators, and other school personnel.
6. Display their emotions in an appropriate manner.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the District when participating in or attending school-sponsored extra-curricular events and to hold themselves to high standards of conduct, demeanor, and sportsmanship.
12. To report and encourage others to report any incidents of intimidation, harassment or discrimination.

Leading Laker Behaviors and Expectations

At our school, all students and adults are expected to demonstrate behaviors in all locations that align with our Leading Laker expectations of **respect**, **responsibility**, **safety**, and **growth mindset**. Students are explicitly taught what these expectations look like in different locations throughout our building at the start of the school year, are acknowledged throughout the year when demonstrating them, and are provided with opportunities for additional practice and intervention when they struggle with specific behaviors.

How is my child acknowledged for Leading Laker Behavior?



Curtiss Airlines

Passenger: _____

Leading Laker Behavior:
Respect Responsibility Safety Growth Mindset

Destination:
Classroom Hallway Cafeteria Other: _____

Attendant: _____

Dream big, work hard...fly high

Leading Laker 2018-2019

All adults in our building carry “Curtiss tickets” with them and use them to acknowledge when a student displays a behavior that meets one of our four Leading Laker expectations in any location in our building. This is one of the many ways we operate as a school family – any adult can acknowledge any child at any time. Students who receive Curtiss tickets have the opportunity to turn these tickets in to our office to be pulled for a variety of fun incentives throughout the year to celebrate Leading Laker behavior.

Common Language for Behavior

Students benefit from consistency in both routines and expectations throughout all areas of the building and with different staff members. Voice levels and KAHFOOTY (keep all hands, feet, and other objects to yourself) are two examples of common language that your child will pick up on quickly as they are used by all adults. We encourage you to carry over these examples of common language into your expectations and routines at home as another way to enhance the school-to-home connection!



Leading Laker Matrix Documents by Location

In classrooms and throughout our building, you will find documents in the form of a matrix that highlight key behaviors students and adults are expected to demonstrate to show respect, responsibility, safety, and growth mindset in that specific location. Below are four examples you will find in our building for the classroom, hallways, cafeteria, and bathrooms. The intent is to make clear for adults and students what is expected in each location so that once again, we can provide specific acknowledgement when students are meeting expectations, while intervening on specific skills when they are not yet able to.

LEADING LAKERS **SHOW...**

Respect **Responsibility**
Safety **Growth Mindset**

	CLASSROOM
Respect 	<ul style="list-style-type: none"> . Voice Level 0-3 . Follow Directions . Use positive words, tone and manners . Speak at appropriate times
Responsibility 	<ul style="list-style-type: none"> . Prepare yourself for learning . Take care of materials and equipment . Be an active participant . Make It Right
Safety 	<ul style="list-style-type: none"> . KAHFOOTY . Use a safe pace
Growth Mindset 	<ul style="list-style-type: none"> . Do your best . Use the power of YET . Set goals and stick to them <div style="text-align: right; font-size: small;"> <i>Dream big, work hard... fly high.</i> </div>

LEADING LAKERS **SHOW...**

Respect **Responsibility**
Safety **Growth Mindset**

	HALLWAY
Respect 	<ul style="list-style-type: none"> . Voice Level 0-2 . Follow Directions . Allow others to learn . Silent greeting while in line
Responsibility 	<ul style="list-style-type: none"> . Travel with a purpose . Make It Right
Safety 	<ul style="list-style-type: none"> . KAHFOOTY . Use a safe pace . Eyes forward
Growth Mindset 	<ul style="list-style-type: none"> . Do your best . Use the power of YET . Set goals and stick to them <div style="text-align: right; font-size: small;"> <i>Dream big, work hard... fly high.</i> </div>

LEADING LAKERS **SHOW...**

Respect **Responsibility**
Safety **Growth Mindset**

	CAFETERIA
Respect 	<ul style="list-style-type: none"> . Voice Level 0-2 . Follow Directions . Use positive words, tone and manners . Keep space clean for others
Responsibility 	<ul style="list-style-type: none"> . Use time wisely . Take care of materials . Stack trays gently . Place trash in garbage . Make It Right
Safety 	<ul style="list-style-type: none"> . KAHFOOTY . Use a safe pace . Have permission to leave seat
Growth Mindset 	<ul style="list-style-type: none"> . Do your best . Use the power of YET . Set goals and stick to them <div style="text-align: right; font-size: small;"> <i>Dream big, work hard... fly high.</i> </div>

LEADING LAKERS **SHOW...**

Respect **Responsibility**
Safety **Growth Mindset**

	BATHROOM
Respect 	<ul style="list-style-type: none"> . Voice Level 0-2 . Follow Directions . Use positive words, tone and manners . Allow privacy
Responsibility 	<ul style="list-style-type: none"> . Use facilities as intended . Go, Flush, Wash, Leave . Place trash in garbage . Make It Right
Safety 	<ul style="list-style-type: none"> . KAHFOOTY . Keep space clean for others . Report problems to adult
Growth Mindset 	<ul style="list-style-type: none"> . Do your best . Use the power of YET . Set goals and stick to them <div style="text-align: right; font-size: small;"> <i>Dream big, work hard... fly high.</i> </div>

Cell Phones and Electronic Devices

Cell phones and other electronic devices such as iPods, video game players and headphones should not be out or creating any disruption to the educational environment during the school day (7:55 am – 2:30 pm). Staff members may make exceptions to this rule on a case-by-case basis. Those students staying after school for academic or disciplinary reason may be prohibited from using these devices until 3:20 pm. Unauthorized use of a prohibited device may be considered insubordination, with the device subject to confiscation and the student using it subject to disciplinary procedures. Additionally, any and all electronic devices have a reduced expectation of privacy once they enter school property and may be subject to confiscation and/or search should a school violation be suspected.

Code of Conduct – Plain Language Summary

The Board of Education (“board”) is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents, and other visitors is essential to achieving this goal.

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

The District has adopted a Code of Conduct further setting forth acceptable conduct on school property and at school events. The complete Code of Conduct can be accessed on the District’s website. A copy is also available in the Main Office and the District Office.

**See Appendix B of this handbook for the Bullying Policy.*

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 that 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 may merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student will be referred to the Committee on Special Education and discipline, if warranted, will 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 will not be disciplined for behavior related to his/her disability.

Glenn Curtiss Elementary Classroom Management Plan

The following is a list of expectations and discipline plans for Glenn Curtiss Elementary.

Prevention:

- Adult communication
- Build relationships with students.
- Build relationships with parents
- Establish classroom norms with repeated review
- Plan instruction to show desired behavior and keep student's interests in mind

Initial Response to behavior:

- Keep teaching
- Be positive
- Remember your role
- Use wait time
- Redirect or modify

Follow-up:

- Fact finding/root cause/timeline
- Track behavior triggers
- Reinforce positive behavior
- Hold students accountable for behavior and/or work
- Monitor and evaluate future behavior/triggers
- Provide strategies for students to help improve/resolve behavior

Teacher:

Complete the discipline referral form and send to office.

Administrator:

If a child is sent to the office with a discipline referral, administration will:

1. interview and prepare them to return to the classroom
2. follow-up with the student later
3. communicate with teacher and parent

Key understanding: Discipline will vary based on a case by case situation—fair is not always the same!

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 – reminder of the rule
2. Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, principal, superintendent
3. Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance 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. Separation from peers or removal from classroom by teacher – teachers, principal
10. In-school suspension – principal, superintendent
11. Short-term (five days or less) suspension from school – principal, superintendent, board of education
12. Long-term (more than five days) suspension from school – principal, superintendent, board of education
13. Permanent suspension from school – superintendent, board of education
14. Restitution for damaged property

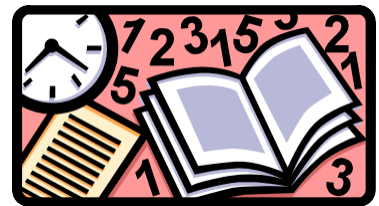
Procedures

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

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

1. Detention

Teachers, principals, and the superintendent may use before- or after-school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified. Detention will be held from 2:30 – 3:20 pm.



2. Suspension from athletic participation, extra-curricular activities, and other privileges

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

3. In-school suspension

The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorized building principals and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension".

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

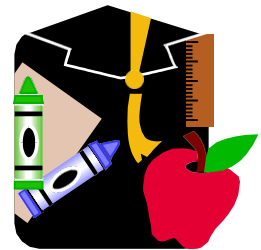
Corporal Punishment

Corporal punishment (any act of physical force upon a student for the purpose of punishing) is forbidden. However, reasonable physical force may be used to:

1. Protect oneself, another student, teacher, or person from injury
2. Protect school property
3. Restrain or remove a disruptive student

Suspension from Instruction

Alternative instruction and out-of-school suspensions are assigned to students who are insubordinate, disorderly, or whose conduct endangers the safety, morals, health or welfare of themselves or others. When a student is suspended from school, the parent or guardian of the student will be notified in writing and/or by phone. A parent conference may be required before a suspended student returns to regular classes. Suspension will be for a period of one to five school days.



Alternative Instruction Suspension

The suspended student is assigned to an area in the school to do schoolwork under supervision for the duration of the suspension from 7:55 a.m. to 2:20 p.m. The student is not allowed to leave the assigned area without permission. A student who is on alternative instruction suspension is not permitted to be on school grounds after 3:35 p.m. or to participate in or attend any school activities that meet outside the regular school hours. When a student of any age is removed from a class and suspended from school pursuant to Education Law §3214, the district will take immediate (not instantaneous) to provide alternative means of instruction to a student.

Out-of-School Suspension

The suspended student must be signed out of school by the administration before leaving school. A suspended student is not permitted in school until the suspension has been lifted or expired. A suspended student is not permitted to participate in or attend any school activities during the period of suspension.

Communicating Concerns

We encourage the resolution of all student or parent concerns as promptly as possible at the lowest level possible. Students and parents are urged to discuss concerns first with the appropriate teacher, staff member, or principal. If, after this contact, the concern continues to exist, the student or parent should discuss the situation with the next level of administrative supervision. Please refer to the Communications Flowchart in **Appendix G** of this handbook. The appropriate staff member will conduct a prompt investigation to determine what has occurred and then take appropriate steps to resolve the situation.

Appeals from administrative decisions may be taken to the Board of Education. An appeal shall be initiated in writing by identifying the decision appealed and the grounds of appeal. All appeals will begin by filing a written appeal with the District Office no later than 10 days from the date of the decision which the student or parent questions.

Transportation Guidelines



We at Hammondsport Central School are supremely interested in providing safe transportation for our students to and from their educational programs. Our drivers are highly trained professionals who will always have the best interest of our students in mind. We would like to remind students that riding a school bus is a privilege and a convenience for our families. Students must realize that driving a large vehicle is a difficult job and the driver must focus all of his or her attention on that task. Since responsible student behavior is the major factor in bus safety, we expect that the following rules and procedures will contribute to a safe and enjoyable ride for all.

Transportation will be provided to any eligible student as determined by the Board of Education and State policies and regulations. Hammondsport village students in grades 4-6 are **not** provided with bus transportation and will need to be allowed adequate time for walking to school. We will have staff available to welcome Elementary students into our building to assigned grade level locations at 7:20 am this school year with the option for all students to eat breakfast. Should your child walk, ride a bike, or travel by car to school with a parent, please plan on having him/her arrive no earlier than this timeframe. We do not have staff available to supervise children before 7:20 am. **Parents must notify the office in writing of any changes in a student's bus routine.** A student has the same responsibility to the bus driver as to classroom teachers. Any student whose behavior is inappropriate or endangers the safety of him or her or others will be accountable to the consequences outlined below.

Transportation guidelines include:

1. Remember: The driver of each bus is in charge and is to be treated with respect. The driver has the authority to remove students from the bus.
2. Be on time.
3. Be courteous: Talk quietly; no yelling, screaming, or profane language is permitted.
4. Do not bring hazardous items on the bus.
5. There is no eating or drinking while bus is in motion. (Normally, neither food nor drink is allowed on the school bus. However, occasionally schedules for field trips and extracurricular activities make it necessary for students to eat on the bus. On these occasions, food and drink must be consumed while the bus is parked.)
6. The use of alcohol, tobacco, drugs and look alike drugs is not permitted.
7. Help keep the bus clean.
8. Remain seated while the bus is in motion. Use seat belts at the driver's request.
9. Do not stick hands, feet and/or heads out the windows at any time.
10. Nothing is to be thrown within the bus or out the windows.
11. Radios and CD/tape players can be carried on the bus if the student uses headphones and keeps the volume reasonable. The student assumes responsibility for safeguarding the radio.

Extracurricular bus regulations include the previous regulations and the following: A student is expected to ride the bus to and from the event with the club, class, etc. If a parent wishes to have the student ride home in the family car, the parent must see the coach or advisor personally to make arrangements. A student may only ride home in a car with his or her parents or with an adult (21 years or over) approved in writing by the parents.

Consequences: A referral form that is filled out by the driver when misbehavior occurs will be used. A copy of the referral will be sent to parents. Another will be kept on file at the school. The system outlined below provides a fair and consistent approach to addressing the need for good behavior on our buses.

Bus Discipline Referral #1 & #2: **#1** - As soon as possible after the violation, the driver and transportation supervisor will speak to the student; and **#2** - a discipline report along with the bus video will be turned in to the appropriate principal. If the principal feels the violation is serious enough, he/she may speak to the student and give a consequence for his/her action.

Bus Discipline Referral #3: The student may, by the principal, be assigned a written assignment to assist him or her in expressing why he or she acted in the manner they did and what they will do differently in the future to correct the situation, or, the principal may assign detention and/or a one-day suspension from bus transportation. It will be the responsibility of the parent to provide transportation, since school attendance is required.

Bus Discipline Referral #4: A fourth referral will result in a one to three-day suspension from bus transportation, to be determined by the principal, dependent on the severity of the incident and the student's past conduct. Parents will be responsible for arranging transportation for the pupil to and from school, as the student's attendance is required at school. Before the student can resume transportation, a letter from the parent/guardian acknowledging receipt of referral #3 by the parent/guardian must be given to the principal. The principal or the parent can request a meeting with all parties at this time.

Bus Discipline Referral #5: The fifth referral during the current school year will result in the student's suspension from bus privileges. A meeting between the student, parents, principal and superintendent will be held. If the problem cannot be resolved at this meeting with all the parties in agreement, a Superintendent's Hearing will be held with a hearing officer provided to decide if the student may resume transportation. If the hearing officer decides that the continual disruptive behavior of the student is indeed a safety hazard, the Superintendent will suspend the student from using school transportation (State Education Law 22:8). Parents would then be responsible for the transportation of the student, since attendance in school is still a requirement by law.

It is our hope that most of our referrals will be handled successfully at stages one and two, eliminating the need to go any further in this procedure. It should also be noted that serious offenses, such as fighting, alcohol or drug possession, destruction of school property, or any activity that would jeopardize the safety of others might result in an immediate suspension, either from transportation or from school, regardless of the number of previous referrals. As always, administration will examine each incident on a case-by-case basis, and maintains the right to deviate from the progression outlined above when deemed appropriate.

The School Day

Students are able to enter the Elementary School at 7:20 am. Breakfast is available for all students from 7:20-7:50 am. The official school day begins at 7:55 am following morning announcements by Miss Darcie.

Students will be dismissed from grade level locations to their classrooms at 7:45 am. *Students arriving to school after 7:55 am must report to the office to receive a tardy slip.*

Attendance Policy – Plain Language Summary

It is important for students to develop a habit of daily attendance. If a student is late to school or absent, the law requires an excuse stating the reason for this tardiness or absence and signed by his/her parent or legal guardian. The student should bring the tardy note to the office upon arriving at school or, in the event of an absence, provide a note to his/her classroom teacher on the day of his/her return to school. Excessive tardiness or absences can demonstrate a pattern of neglect if they are continually unexcused. The building principal works with staff members to regularly review student attendance and develop building and individual plans to address any issues in partnership with students and families.

Legal Reasons for Absence or Tardiness

1. Sickness
2. Sickness or death in family
3. Weather conditions where roads are impassable
4. Religious observances
5. Quarantine
6. Required court appearances
7. Approved cooperative work programs
8. Military obligations
9. Approved absence for part of a day. Legal reasons for approved absences are 1-8 above.

Illegal Reasons for Absence or Tardiness

1. *Unlawful detention by a parent/guardian:* An occurrence of absence or tardiness when a student is not in school with the knowledge and consent of the parent for other than legal reasons as stated in 1-9 above. The following come under this heading:

visiting/vacation work	baby-sitting shopping	hunting/fishing overslept/no clothes	needed at home missed bus
---------------------------	--------------------------	---	------------------------------
2. *Truant:* An occurrence of absence or tardiness when a student does not attend school for other than legal reasons when a parent expects the student to be in school.
3. *Suspension:* An absence from school dictated by school authorities for disciplinary reasons.

The complete attendance policy can be accessed on the District's website. A copy is also available in the Main Office and the District Office. Perfect attendance is admirable, but it is important to keep your child home if he/she is ill. This protects your child as well as his/her classmates.

Lockers, Desks, and Other School Storage Places

Fourth, Fifth and Sixth graders will be assigned a school locker. This locker, as well as desks and other storage places, are school property. Students have no reasonable expectation of privacy, and school officials retain complete control over them. This means that student lockers, desks, and other school storage places may be subject to search at any time by school officials without prior notice to students and without their consent. A student is responsible for the condition and contents of the lockers. Opened food and beverage containers are not to be in lockers. At no time should a student give the lock combinations to another person, share lockers with another person, or set the locks so that they will automatically open. Personally owned locks are not permitted unless approved by the Principal.

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 penalty 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.

In addition, the board authorizes the superintendent, principal, or designee(s) to conduct searches of students and their belongings 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.

Communication between Home and School

It is important to keep the lines of communication open between home and school. A written evaluation of student progress (report cards), parent-teacher conferences, notes, and frequent newsletters provide this communication. Sometimes conflicts may arise between children or between a child and a teacher or staff member. The best way to resolve this is to work directly with those involved. If no solution is reached, please contact the principal.

Open House: Glenn H. Curtiss Elementary School will have an Open House for parents and students each year. This is an opportunity for parents to meet their child's teacher and see their classroom. Appointments for individual parent-teacher conferences that take place in November are scheduled on this evening.

Report Cards: Report cards are issued four times during the school year. The first report card will be given to parents during a scheduled conference at the end of the first marking period. Such a conference provides teachers with the opportunity to discuss a student's progress, to go over the report card, and to answer questions that the parents might have. The remaining three report cards will be sent home with students every ten weeks.

Conferences: Additional conferences will be held throughout the year as the need arises. Please contact your child's teacher to set up an appointment.

Classroom Newsletters: Teachers send frequent newsletters to keep parents up to date on classroom and school-wide accomplishments, activities, and events.

District Newsletter: *Laker Lines* is mailed to all district residents monthly and highlights news about students and staff as well as announcements of interest to parents and community members.



District Calendar: A school-year calendar is mailed to each student household as the school year starts in order to provide advance notice of dates of meetings, concerts, sport events, and other school activities.

Telephone: Due to classroom responsibilities, teachers are not available during school hours. Messages will be taken by the office and calls will be returned.

PTO

The Hammondsport PTO was chartered in January 1991 to provide a way for parents, teachers and district residents to work together for the welfare of our children. This organization is always seeking new members and new ideas. Parents and staff may join the PTO at Open House or at any time during the school year. For more information about the PTO, please call the school office.

Parent Request for Teachers

Any parent requests for teachers must be received by June 1st in order to be considered. In grade levels with three or more selections, two preferred teachers must be given. In grade levels with only 2 sections, no requests will be allowed. The administration reserves the right to make all final placement decisions.

Volunteer Program

Parents and community members are welcome and encouraged to volunteer their time in classrooms. Please call the Office at 569-5200 for more information.

Arrival and Departure of Students by Car

For the safety of your child(ren), please drop-off and pick-up your child(ren) in the back of the school. There will be no drops-offs or pick-ups on the circle with the exception of students arriving late for school or being picked up early (sent home from Health Office, medical appt., etc...) See During the School Day.

Pick-ups and sign-outs for students at dismissal will be in the foyer of the High School library. Please come to those doors when picking up Pre-K – 3rd grade students at dismissal (2:30 pm). *Students in Pre-K – 3rd grade must be signed out with the monitor.* Please make sure that the monitor sees that you have your child(ren) before leaving. If you have provided written notice to the Elementary office that someone other than parent/guardian is picking up your child(ren), *please make sure that they have a photo ID with them.* We appreciate you working with us to ensure the safety of all of our children!

If you are picking up a student in grades 4 – 6, they will also be dismissed through the HS Library doors and can be picked up there.

During the School Day (7:55 am – 2:30 pm)

Any student(s) being dropped off tardy should report to the main entrance (fish bowl) with his/her parent or guardian. Your child(ren) will need a written note stating the reason for being tardy.

Any student(s) being picked-up during the school day (sent home from Health Office, medical appts., etc...) will be dismissed from the main entrance (fish bowl). Parents/Guardians are asked to come in to pick up their child(ren).

Changes in After-School Dismissal Routine

If there is a change in your child's regular after school dismissal routine, our Elementary Office must be notified in writing or by telephone *no later than 10:30 am* on that same day. Should an emergency arise that requires notification to the school after 10:30 am, administrative approval must be obtained. We thank all of our families in advance for communicating changes with us in a timely manner to ensure efficient communication between our office, staff, and transportation department as we work as a team to ensure the safe dismissal of all of our children each and every day.

Medical and Dental Appointments

Any child who is to be excused for appointments during school hours must bring a written excuse signed by his/her parent or guardian. Parents are encouraged to schedule appointments after school hours. Any late arrival or early dismissal counts against perfect attendance.

Parents and Other School Visitors

The board encourages parents and other district citizens to visit the district schools and classrooms to observe the work of students, teachers, and other staff. Schools are a place of work and learning; therefore, 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 Main Entrance upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification sticker which must be worn at all times while in the school or on school grounds.
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.
5. Teachers are expected not to take classroom 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 the District's Code of Conduct.
8. No animals/pets of any kind may be brought into the school building without written permission from the principal.

Emergency Closing Procedures



In the event it is necessary to close school due to weather or other emergencies, an announcement will be made as early as possible on radio stations WVIN, WSKG, WFLR, WCIK, and WYLF. Once school is in session, the superintendent consults with the various town highway supervisors during adverse weather conditions. Based on their reports, the best decision will be made concerning early dismissal. A radio announcement will be made as early as possible on the designated radio stations if any such action is to take place.

A form is mailed home to each student in August requesting information as to where you would like your child sent or whom we should contact in the event of an early dismissal due to weather or other emergency. If this contact person is not home or is unavailable, your child will be sent to your specified emergency contact. If the emergency contact person is not home or is unavailable, your child will be returned to the school and held in the appropriate office until we are able to contact someone. **For this reason, it is very important to keep your child's contact and emergency information updated throughout the school year. Please contact the appropriate office if there are any changes.**

One Hour Delay Procedures

In the event the school district commences a "One Hour Delay" due to weather or other emergency, an announcement will be made as early as possible on radio stations WVIN, WSKG, WFLR, WYLF, Channel 18 WETM and Channel 36 WENY. School for students in grades K-12 will begin at 9:00 a.m. Breakfast items will still be available in the cafeteria, but will only include cereal, juice and milk.

Change of Address or Telephone Number

Please notify the office if your child changes his/her address and/or telephone number during the school year. Please call if your child changes before and/or after-school baby-sitters.

Withdrawal and Transfer

A parent who wishes to withdraw or transfer a student from school should contact the Office at least two days in advance to obtain appropriate paperwork.

Non-Resident Student Status

Non-resident families who wish to enroll children in the Hammondsport Elementary School may request approval by obtaining a request form and follow district policy for non-resident students. Permission must first be obtained from the home school district. Permission for enrollment will be considered on the basis of what is in the best educational interest of the student. Final authorization for enrollment rests with the Board of Education. Once enrolled, non-resident students have all the rights and privileges of other students, with the exception that transportation to and from school is the responsibility of the parents.

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:

1. Be safe, appropriate, and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments, such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate.
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. Playground footwear should be sneakers only.
5. Not include the wearing of hats, bandanas, or other headgear in the school buildings from 7:25 a.m. to 3:45 p.m. on school days unless part of a recognized religious practice, special school activity, or other reason approved by the building principal.
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, or illegal drugs, and/or encourage other illegal or violent activities.

Each building principal or his or her designee will 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 building dress code of the District's dress code made during the school year.

Students who violate the student dress code will 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 will 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 will be subject to further discipline, up to and including out-of-school suspension.



School Health Services

The Health Office is open from 7:45 a.m. to 3:20 p.m., and a registered nurse is on duty. The following services are offered:

1. Sudden illness or injury: Each injury and any subsequent medical treatment must be reported to the nurse as soon as it occurs. An accident report will be made for any school-related injury requiring medical attention. If a student becomes ill during school hours, the student should report to the Health Office for proper evaluation and referral. Only the nurse can excuse a student from class in case of illness.
2. School Accident Insurance: Each student is covered by a limited school insurance policy for medical expenses as a result of an accident which happens in school during school hours, at any school sponsored event, or for one hour before and after school while traveling directly to and from school. Our policy is non-duplicating and secondary to any insurance a parent may have. Therefore, all bills must first be submitted to a parent's health insurance company. The remainder or any rejection by your insurance company may then be submitted to the school insurance. The school policy has limitations on what medical conditions will be covered and does carry a \$25.00 deductible for each accident. Glasses and contact lenses are not covered.



Medication

Any medication that must be taken during school hours must be brought to the Health Office in its original container with the label intact. A parent should bring the medication to school with a permission form signed by the physician and the parent. The medication is kept in a locked area in the Health Office and dispensed at the proper time. There can be no over-the-counter medication administered unless so directed by the physician and the parent. Over-the-counter medications include Aspirin, Tylenol, Cough Medicine and Topical Ointments.

Physical Education Restrictions

If your child is not to take Physical Education because of a health problem or injury, an excuse from your physician is to be brought to the Health Office. When the child is to return to Physical Education classes, a note from the physician is also required.

School Physicals

A School Physical is necessary for entry into public school. Each student entering public school in New York State is required to have a physical examination by a NYS licensed physician (Article 9 of the NYS Education Law). We request that your physician submit a health certificate to the Health Office within fifteen (15) days after entry into school. The School Physician gives routine physicals to all second, fourth, seventh and tenth grade students each year.

Hearing, Vision, and Scoliosis Screening

The School Nurse will do hearing and vision screening for all new students. All students in grades K-3 and 5, 7 and 10 will also be screened every academic year. Scoliosis Screening will be done for grades 5,6,7,8 and 9.

Programs for Students with Disabilities

Each student identified by the Committee on Special Education (CSE) as a student with a disability will have access to a full range of programs and services. Parents who would like further information on these programs should contact the CSE chairperson by calling 569-5200, ext. 5220.

Psychological Services

A school psychologist is available to any student for counseling or diagnostic testing. An administrator, teacher, or parent may refer a student to the psychologist. Release forms from parents will be obtained before testing is done. The Banana Splits Program is available for students whose families have changed due to divorce, separation, death, or remarriage. A "People Skills" program called Skillstreaming helps students develop skills such as making friends, dealing with feelings, alternatives to aggression, and dealing with stress. At the 4-6 grade level a unit on human sexuality teaches the psychological and physical changes that occur during puberty and helps students identify values, communication skills, and decision-making skills.

Parents may contact the school psychologist directly by calling the Elementary Office. The school psychologist's office is located in the Elementary wing next to the Office.

Speech Therapy

A speech therapist is available for students identified by staff members or the Committee on Special Education as needing speech services.

Assemblies

Throughout the school year assemblies will be held in the auditorium or gymnasium. Students will be escorted to and from assemblies by the classroom teacher. Students will be taught appropriate behavior for special events and are expected to demonstrate these behaviors during assemblies.

Field Trips

Parents and/or guardians will be notified of all school-sponsored field trips by the classroom teacher. School-approved transportation will be provided and all trips will be chaperoned by school personnel. Students are expected to exhibit appropriate behavior. Students who have exhibited disruptive behavior may be prohibited from participating. Grade levels may impose specific criteria for field trip attendance. However, younger or older siblings may not attend field trips if parents are going as chaperones. Any exceptions must be approved by the principal. Parents are encouraged to assist on field trips by contacting their child's teacher.

Any child needing oral antihistamines such as Benadryl must have a parent or someone selected by the parent attend any field trips if the child does not qualify to self-dispense the medication during a trip. Any questions, please call the health office.

Fire Drills

The State Education Department requires that schools conduct 12 fire drills every school year, 8 of which will be held between September 1 and December 1. The warning signal for a fire or fire drill is the sounding of the fire alarm. Students will leave the building promptly, in single file, in a quiet and calm manner so that directions can be heard. All door and window exits are clearly posted. Students will reenter the building when directed by a staff member to do so.

Emergency Response Safety Drills

At different times throughout the year, emergency procedures will be practiced to help prepare the students and staff for emergency situations that may occur. Every attempt will be made to notify parents prior to these drills. The following emergency response drills may be included: Shelter-in-Place, Hold-in-Place, Evacuate, Lockout, and Lockdown. Each of these drills serves a different purpose based on the type of emergency situation we are practicing for. As always, the safety of our students is our number one priority!

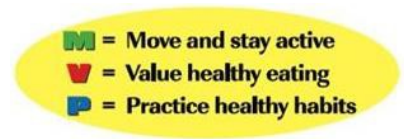
Cafeteria

The school cafeteria is open to students each day for both breakfast and lunch. Breakfast hours are from 7:20 AM to 7:50 AM. Both breakfast and lunch are available to all students free of charge. **Important:** Applications for free or reduced meals *should still be completed*, as the federal funding our district receives is directly related to this information. These applications are available in the cafeteria or our office. Applications can also be downloaded online from our district website.



Hammondsport School District also offers an online payment option to parents called PaySchools Central. The PaySchools Central link is on the Hammondsport School home page under the Cafeteria tab. As snack or a la carte purchases are made in the cafeteria, the corresponding amounts are deducted from the account balance.

It is appreciated that all student accounts remain current. In the event that an account is in arrears, your child will continue to receive a complete meal of their choice, but will not have the option to purchase snacks or a la carte options. Households will be contacted by an automated phone call and/or by mail when cafeteria accounts are past due.



Every child is expected to either bring a lunch or receive a school lunch each day, unless they have written permission from a parent/guardian to be exempt from eating lunch. Parents/guardians are welcome to have breakfast or lunch with their child. Lunch menus and other information may be accessed from the school website.

Students are encouraged to bring healthy GO foods and drinks to school for lunch or snacks. Cafeteria staff may limit the quantity of ice cream or snack items being purchased by students.

Textbooks and Library Books



Students are assigned textbooks each year and are also encouraged to take library books home. Books should be treated with respect and returned in good condition.

Damaged and/or lost books must be paid for before the end-of-the-year report card will be released.

Student Buying and Trading

Personal exchanges and/or sales of items are not allowed.

Student Telephone Usage

Students may occasionally request to use the office phone, but this should not become a habit. They should take the responsibility for remembering their things and not expect parents to make a special trip to school. Students may not use the phone to arrange a visit to a friend's house at the end of the day. Arrangements for this should be made the night before at home, and students must bring a note signed by a parent to let us know of this change in transportation. In case of injury or illness, the school nurse will call home.

Lost and Found

Lost and found items should be reported to the office. The school is not responsible for loss or theft of student property.

Valuables

Students should leave large amounts of money, toys, cameras, gaming and other electronic devices, and cell phones at home. Students are responsible for their own personal property.

Students who bring cell phones to school must have them put away during the instructional day. Should a cell phone be out and disrupting the learning environment during the school day, students may be subject to disciplinary action.

Clubs

On Fridays, students may elect to attend a club from 2:30 - 3:20 p.m. These clubs help students explore new interests and develop special talents. Typical clubs may include Spanish, Gardening, Science and Student Council. Information on clubs and dismissal procedures on these dates will come home during the school year.



Instructional Program

All teachers in grades Pre-K-6 are implementing locally developed curriculum in alignment with the Common Core Learning Standards for ELA and Math. The standards provide a clear picture of what students need to learn each year in order to graduate from high school ready to succeed in college and careers. The standards create clear expectations for what your child should know and be able to do in key areas: reading, writing, speaking and listening, language and mathematics. The standards demonstrate children need to succeed in a rapidly changing world, including the ability to think creatively, solve real-world problems, make effective arguments, and engage in debates.

There are 12 key instructional shifts that you will notice in the Common Core standards: six in ELA and six in Math.

Common Core ELA Shifts

What's Shifting?

Your child will now **read more non-fiction** in each grade level.

Reading more non-fiction texts will help your child **learn about the world through reading**.

Your child will **read challenging texts very closely**, so they can make sense of what they read and draw their own conclusions.

When it comes to writing or retelling a story, your child will **use "evidence" gathered from**

What to Look for in the Backpack?

Look for your kids to have more reading assignments based on real-life events, such as biographies, articles and historical stories.

Look for your kids to bring home more fact-based books about the world. For instance, your 1st Grader or Kindergartener might read Clyde Robert Bulla's *A Tree is a Plant*. This book lets students read and learn about science.

Your kids will have reading and writing assignments that might ask them to retell or write about key parts of a story or book. For example, your 2nd or 3rd Grader might be asked to read aloud Faith D'Aluisio's non-fiction book titled *What the World Eats* and retell facts from the story.

Look for written assignments that ask your child to draw on concrete examples from the text that serve as evidence. Evidence

What Can You Do?

Read non-fiction books with your children. Find ways to make reading fun and exciting.

Know what non-fiction books are grade-level appropriate and make sure your children have access to such books.

Provide more challenging texts for your kids to read. Show them how to dig deeper into difficult pieces.

Ask your child to provide evidence in everyday discussions and disagreements.

the text to support what they say.

means examples from the book that your child will use to support a response or conclusion. This is different from the opinion questions that have been used in the past.

Your child will **learn how to write from what they read.**

Look for writing assignments that ask your child to make arguments in writing using evidence. For 4th and 5th graders, this might mean reading and writing about *The Kids Guide to Money*, a non-fictional book by Steve Otfinoski.

Encourage writing at home. Write together using evidence and details.

Your child will **have an increased academic vocabulary.**

Look for assignments that stretch your child's vocabulary and teach them that "language is power."

Read often to babies, toddlers, preschoolers and children.

Common Core Math Shifts

What's Shifting?

Your child will **work more deeply in fewer topics**, which will ensure full understanding. (less is more!)

Your child will **keep building on learning year after year**, starting with a strong foundation.

Your child will **spend time practicing and memorizing math facts.**

What to Look for in the Backpack?

Look for assignments that require students to show their work and explain how they arrived at an answer.

Look for assignments that build on one another. For example, students will focus on adding, subtracting, multiplying and dividing. Once these areas are mastered, they will focus on fractions. Building on that, they will then focus on Algebra. You should be able to see the progression in the topics they learn

Look for assignments that build on one another. For example, students will focus on adding, subtracting, multiplying and dividing. Once these areas are

What Can You Do?

Know what concepts are important for your child based on their grade level and spend time working on those concepts.

Know what concepts are important for your child based on their grade level and spend time working on those concepts.

Be aware of what concepts your child struggled with last year and support your child in those challenge areas moving forward.

mastered, they will focus on fractions. You should be able to see the progression in the topics they learn.

□ Your child will **understand why the math works and be asked to talk about and prove their understanding.**

□ Your child might have assignments that focus on memorizing and mastering basic math facts, which are important for success in more advanced math problems.

□ Help your child know and memorize basic math facts. Ask your child to “do the math” that pops up in daily life.

□ Your child will now be asked to **use math in real-world situations.**

□ Look for math assignments that are based on the real world. For instance, homework for 5th graders might include adding fractions as part of a dessert recipe or determining how much pizza a friend ate based on fractions.

□ Provide time every day for your child to work on math at home.

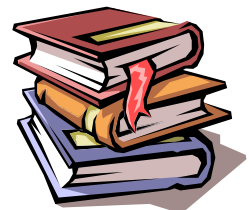
Digital Literacy

Moving our students toward mastery of 21st Century skills is a priority learning objective at Hammondsport Central School. A foundational knowledge of core subjects is crucial in order to promote acquisition of life and career skills that form the fundamental basis for successful students. Student graduates face a world that is media-driven and technologically charged. It is imperative that they be prepared to be successful as both learners and professionals. Daily technology uses within our classrooms will enhance student learning in the area of global awareness, civic literacy, economic literacy, health and environmental awareness. All elementary classes K-6 are scheduled for digital literacy classes at least once per six-day cycle. Curriculum at each grade level focuses on skills such as keyboarding and word processing, digital citizenship, online research skills, computational thinking, and coding.



Library

All elementary classes in grades PreK-6 are scheduled for library classes at least once per six-day cycle. At this time, students may sign out library materials to take with them, work on a research project to complete a class assignment, or participate in activities planned by the school librarian. Libraries contain collections which are designed to aid the classroom teachers and students in curriculum areas and in expanding learning horizons.



Art

The elementary art curriculum is an exploration of many different mediums and art materials. The level of challenges and difficulty raises with the grade levels, building a variety of skills and techniques as set forth by the NY State standards for visual arts. Color theory, elements of design, figure drawing, crafts, ceramics, and three-dimensional activities are just a few areas of curriculum we cover.

Many of these concepts are taught through integrated activities correlated with the elementary curriculum. All materials used in the program are non-toxic but not always stain free. Students should bring in a paint smock or old shirt to be worn over their school clothes.

Physical Education

Physical Education is mandatory for all students. It is an opportunity for exercise and to learn the rules of sports, games, teamwork, and fair play. Students should wear sneakers or flat, rubber-soled shoes. (Sandals, clogs, or platform shoes are not safe for gym class participation.) Girls should wear pants or shorts in place of or under skirts during physical education. For safety reasons wearing jewelry is strongly discouraged.

Students work on a variety of activities designed to help improve eye-hand coordination, balance, locomotion, physical fitness, and overall coordination. Activities presented include movement education, stations, games, obstacle courses, climbing, balance tasks, rhythms, rope jumping, and stunts/tumbling.

At the 4-6 grade level the emphasis turns more to development of sport skills and teamwork through activities of higher organization, lead-up games, and skill drills. Personal fitness and conditioning are more specifically developed.

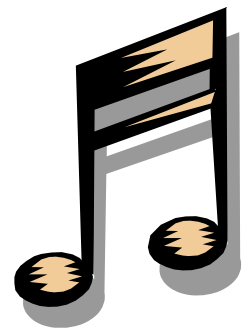
Health

All students in grades PreK-6 receive explicit instruction in social and emotional learning through the Second Step curricular resource. In grades PreK-3, this instruction is provided by a combination of classroom teachers and our school prevention counselor. In grades 4-6, students participate in a health class two times per cycle with a certified health teacher. Instruction builds on the social and emotional learning to provide all aspects of our health standards in a comprehensive manner.

Vocal and Instrumental Music

The General Music curriculum for the first through sixth grades has been organized to develop an appreciation and understanding of the fundamentals of music through a multisensory approach to the basic skills and knowledge. To accomplish this, work is done in the areas of singing, moving and non-moving rhythmic response, listening, creative activity, and music reading and composing.

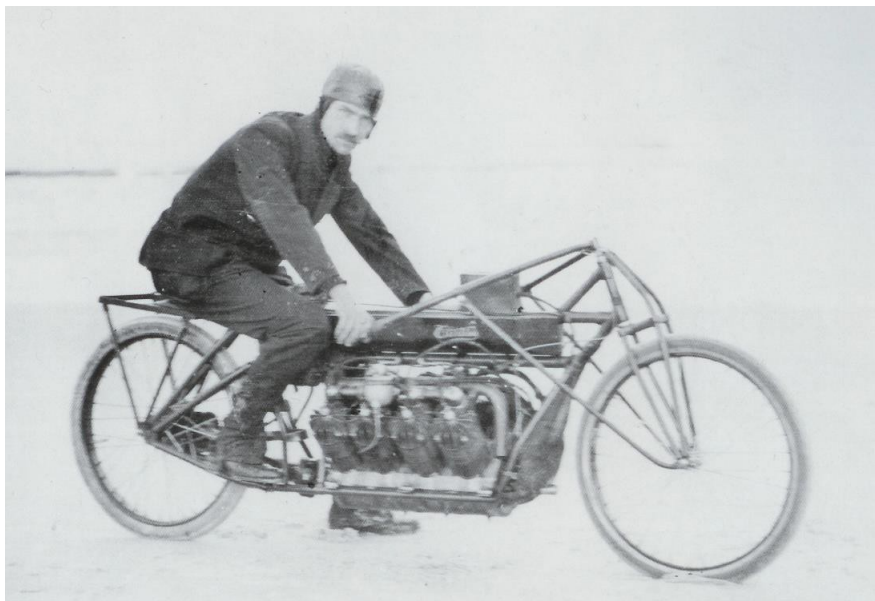
Instrumental music instruction is offered to students beginning in fourth grade and consists of one 30-minute lesson per week throughout the school year. Many skills are involved in playing a musical instrument. Among them are: music reading, familiarity with a particular instrument, knowledge of fingering, technique, and emotional involvement. Repeated practice is needed for students to be successful.



Instrumental students are required to play in one of our two bands. This allows them to be a contributing part of a performing musical organization and exposing them to the broad spectrum of music available at this level.

Academic Intervention Services (AIS)

1. ELA Intervention: All grade levels K-6 have an ELA RTI block built into their daily schedule. Individualized reading instruction is provided for a student who demonstrate gaps in foundational skills based on multiple measures of data, including but not limited to state assessment data, i-Ready diagnostic data, classroom assessments, and other data as appropriate. Weekly spelling keys, directed reading, auditory processing, reinforcement of sound/symbol, and comprehension skills are among areas that may be targeted in intervention. During the ELA RTI block, all students receive targeted instruction, including students already meeting grade level standards, who are then pushed to exceed these standards.
2. Math Intervention: All grade levels K-6 have a Math RTI block built into their daily schedule. Targeted math instruction will also be provided to students based on the same criteria outlined in #1 above. Additional small group or 1-on-1 instruction will be provided for students needing extra time and help to master the basic skills expected of all students. During the Math RTI block, all students receive targeted instruction, including students already meeting grade level standards, who are then pushed to exceed these standards.
3. Resource Room: Specialized instruction in the basic skill areas of reading, writing, and mathematics, social studies and science may be provided for students identified by the Committee on Special Education. Time and duration of the placement will be individualized to fit students' needs.
4. Summer School: Instruction in reading and math is provided for five weeks in the summer. Students are recommended to attend by their teachers and classes are filled on a first come, first serve basis. Students attend for three hours in the morning and then join the recreation program sponsored by the Town of Urbana. Students not meeting or at risk of not meeting NYS standards in ELA or math also may be strongly encouraged to attend.



Standards-Based Grading at the Curtiss School

What are standards?

Standards are outcomes that define what students should know and be able to do by the end of each grade level. Currently, our New York State Common Core Learning Standards define these outcomes for grades K-12 in ELA and Mathematics. Standards are *not* curriculum – as a school, we design and plan our curriculum and assessments with the goal of helping all students meet and exceed these standards.



What is standards-based grading?

In a standards-based grading system, teachers report and students help track their progress toward mastering essential grade level standards. Student performance is measured against each standard, rather than being compared to other students in the class. This helps both teachers and students to have a constant pulse on the individual strengths and areas of growth each student demonstrates in relation to specific standards as opposed to simply averaging all grades over the course of a marking period into one holistic score.

How is standards-based grading different from traditional grading?

Standards-based grading differs from traditional grading in a multitude of ways as outlined in the table below:

Traditional Grading Systems	Standards-Based Grading Systems
<ul style="list-style-type: none">• One holistic grade per subject area• Grades are based on a percentage system through point accumulation.• Grades are given for all assignments, including homework and classwork.• Grades are calculated using an average over time.• Combine assessments, effort, and behavior to determine final grade. May use late penalties and extra credit.	<ul style="list-style-type: none">• Grades provided for each individual standard• Grading scales are based on criteria made available to students ahead of time.• Selected assessments are used to report progress. Classwork and homework provide practice and opportunities for feedback toward learning goals.• Grades emphasize recent evidence of learning. Students are not penalized for initially struggling.• Grades reflect only evidence of achievement toward specific learning standards. Learning behaviors are reported separately from academics.

Adapted from O'Connor, K. (2018) *How to Grade for Learning: Linking Grades to Standards* (4th ed.) Thousand Oaks, CA: Corwin Press

How does the conversation change between students and teachers when using a standards-based grading system?

In a Traditional Grading System:

Student: How can I improve my grade?

Teacher: You can complete the extra credit assignment that is due next week. You can make up the homework you are missing for partial credit. If you do well on the next test, it will bring your average up.

In a Standards-Based Grading System:

Student: How can I improve my grade on this standard?

Teacher: Your grade reflects your current level of understanding. To raise your grade, you will need to demonstrate a higher level of understanding on future assessments. I can provide you with practice opportunities in class and for homework on the standard you need more work on, and after demonstrating you have practiced, you can re-assess on that standard. New levels of understanding will replace old levels of understanding in the gradebook.

Why are we placing an emphasis on standards-based grading at the Curtiss School?

There are a number of benefits offered by standards-based grading, including:

- Focus is on the mastery of essential learning outcomes rather than the accumulation of points toward a singular grade on a report card
- Student achievement is more precisely communicated to both students and parents
- Students are encouraged to continually reflect on and take ownership of their own learning process toward clear outcomes
- Provides teachers with ongoing data and evidence to adjust instructional practices to best meet the needs of *all* students
- Greater consistency among teachers and across grade levels in what success with each standard looks like
- Students make the connection between purposeful practice, hard work, and increased achievement to develop a growth mindset toward learning

What challenges are presented with standards-based grading?

Traditional grading practices have been used for over one hundred years, and to date, there have been no meaningful research reports to support it (Marzano, 2000). As referenced by Matt Townsley and Tom Buckmiller (2016), teachers often default to the way their teachers graded when they were in school, and our parents likely experienced these same traditional methods that produce inconsistent ways of communicating the growth and achievement of our students. Shifting away from these practices will take time, but is worthy of our efforts, as research is showing that it is in the best interest of our most important commodity – our children!

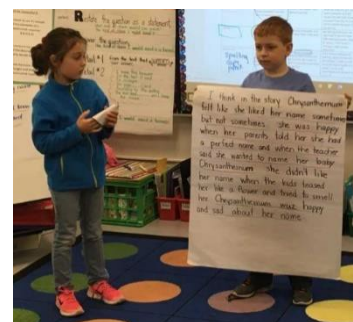
How Will Our Report Cards Communicate Progress Toward Specific Standards?

Will my child receive an “overall” grade for each subject area?

Students will not receive overall grades for each subject area. For each content area, individual standards will be listed and reported on a 1-4 scale at each marking period.

Are all grade level standards included on my child’s report card?

Throughout the 2017-2018 school year, teacher teams used criteria to identify the standards they deemed to be most essential for students to master to be best prepared to move to the next grade level. This included teachers working in our monthly English Language Arts and Math department meetings, as well as our school based planning team of teacher leaders. As we are all continually learning and reflecting, we will revisit our list of standards each year and revise as needed to best prepare our students for future years of instruction.



Does this mean my child will not be taught standards that are not on the report card?

Students will still receive instruction on all grade level standards throughout the school year. However, the main focus of assessment and intervention will be on our grade level essential standards.

Is the 4-point scale similar to a traditional A-F or Percentage-Based system?

No – standards-based grading cannot be easily compared with traditional grading systems because it is not based on accumulation of points to a percentage. Standards-based grading focuses on reporting progress toward meeting a grade level standard as outlined below:

4 – Exceeding Grade Level Standards – This score indicates that a student has not only mastered the grade level standard, but is able to progress to the next grade level’s iteration of a specific standard and/or is able to apply their knowledge of this standard at a higher level.

3 – Meeting Grade Level Standards – This score indicates that a student has independently demonstrated proficiency of the standard.

2 – Approaching Grade Level Standards – This score indicates that a student has shown progress in developing an understanding of a standard, but is not yet independently demonstrating full proficiency and may be in need of additional instruction or support.

1 – Below Grade Level Standards – This score indicates that a student has shown minimal progress toward developing an understanding of the standard. This student will need additional instruction and support in the area of this standard.

How will teachers determine my child’s grades by standard at each quarter?

Teachers will utilize multiple measures of assessment data as evidence to determine where student progress is currently at with regard to individual standards as of each quarter. Practice assignments such as classwork and homework are primarily utilized as opportunities for students to practice around focused standards and receive feedback to move their learning forward. In a standards-based system, practice assignments count minimally, if at all, toward reporting a student’s progress toward standards. We will be continuing to discuss the role of classwork and homework in a standards-based system.

Will my child have homework in a standards-based learning system?

Our ultimate goal is for our children to see learning as a journey where they will make mistakes along the way, accept and use feedback, take risks, and persevere toward achieving learning goals. This is not possible if they feel they are constantly being formally evaluated and are punished with a grade for struggling early in the learning process. To support this journey, teachers may choose to assign homework to provide additional practice for students as they work toward reaching their goals. However, homework in this sense is considered *practice* – while teachers will provide feedback to guide learning, students will not be formally graded on homework. Students and families may also request homework as additional practice when pursuing a learning goal. As a part of our current building focus areas, we will continue to engage in dialogue around the best use of homework at the Elementary level and how it contributes to our ultimate goal of developing empowered, self-aware students who take ownership over their learning toward clearly understood standards and learning targets.

If it doesn’t count in the grade, how will my child understand the importance of homework?

The purpose of homework is practice, and in the larger picture, we want our students to see the value that focused practice has in achieving a goal. This concept can be compared to the analogy of learning to drive a car. When a driver receives a learner’s permit, they are practicing and receiving feedback on the specific skills to drive a car. In the end, the skills the driver demonstrates on the road test will determine whether he/she receives a driver’s license (similar to reaching a learning outcome). This determination does not factor in the mistakes and struggles the driver likely experienced during the period of practicing – it only reflects that they have met the standard of driving skills expected for a driver to receive a license.

Is it possible for my child to receive a 4?

As stated prior, in our system, a 4 has been deemed to correlate with *exceeding* grade level standards. This means a student has moved beyond demonstrating proficiency with a grade level standard and is applying the standard at the level of the following grade and/or in a manner that extends beyond the grade level standard. Some districts have opted not to include an “exceeds” indicator on standards-based report cards. We have chosen to include that indicator, as we feel it holds us accountable for constantly discussing how we will enrich students who have already met grade level standards, rather than simply giving them more of the same level of work.

Will my child still receive teacher comments on his/her report card?

Individualized feedback is an essential part of the learning process and will continue to be provided on our report cards. Rather than providing one section for teacher comments at the end of a report, our standards-based report cards will have a section for teacher feedback on each page, as well as the option for essential area teachers to provide feedback.



APPENDIX A: Graduate Profile

EVERY HAMMONDSPORT CENTRAL SCHOOL GRADUATE WILL:

1. KNOW HOW TO APPLY ACADEMIC CONCEPTS TO REAL-LIFE SITUATIONS.

- a. Demonstrate the ability to express thoughts through competent use of spoken and written language, technology, media and the arts.
- b. Be able to read for information and pleasure.
- c. Demonstrate competent research skills.
- d. Be able to work accurately with numbers, performing basic computations and solving practical problems using the correct mathematical technique.
- e. Possess the personal finance and clerical skills necessary to run a household and manage a budget.
- f. Demonstrate through application to problem solving an understanding of current and changing scientific knowledge.
- g. Be able to function as a citizen fulfilling civic responsibilities in a global, national, state and local environment.
- h. Be a careful and critical consumer.
- i. Be able to operate and maintain everyday machinery and household tools.
- j. Be able to identify and use the cultural resources of museums, libraries, theaters, historical sites, and performing art groups.
- k. Create quality products.

2. VALUE LEARNING.

- a. Assume personal responsibility for learning.
- b. Give evidence of increasing initiative in teaming.
- c. Understand his/her own learning style and be able to benefit from learning strategies that enhance that style.
- d. Be willing to learn from experience.
- e. Be aware of the multitude of resources provided by the school, the community, and the government, industry and private agencies.
- f. Appreciate the accomplishments, growth, and/or learning of others.

3. KNOW HOW TO FUNCTION AS A RESPONSIBLE MEMBER OF A GROUP.

- a. Demonstrate the ability to be a good listener who understands and responds to the communication of others.
- b. Demonstrate the ability to participate as a member of a team. Work cooperatively with others and contribute to the group with ideas, suggestions, and effort.
- c. Be able to lead or follow effectively as the situation requires.
- d. Demonstrate the ability to evaluate group actions and take appropriate corrective measures when necessary.
- e. Demonstrate a commitment to public service.
- f. Organize time and tasks to balance personal, family, and school/work life.

4. BE ABLE TO THINK CRITICALLY AND SOLVE PROBLEMS CREATIVELY.

- a. Employ processes which stimulate creativity (e.g., use convergent/divergent thinking; avoid prejudging results; see old things in new ways; be able to break out of existing structure; and reconfigure the elements of a structure).

- b. Demonstrate the ability to use problem-solving techniques and strategies to solve real life problems.
 - o Recognize and describe the problem situation.
 - o View concepts and situations from multiple perspectives.
 - o Identify the components of the problem situation.
 - o Ask questions and frame problems productively.
 - o Identify alternatives.
 - o Collect, organize, interpret, and evaluate statistical information.
 - o Assess each solution.
 - o Determine and implement a course of action.
 - o Assess and evaluate the problem-solving processes that were employed.
 - o Adjust, adapt, and improvise in response to the assessment.

5. POSSESS THE ABILITY TO INTEGRATE KNOWLEDGE GAINED FROM VARIOUS SOURCES.

- a. Know what sources exist and how to use them.
- b. Develop extensive vocabulary with the understanding of the situational context.
- c. Understand the interrelationship of all bodies of knowledge and be able to work across disciplines when needed.
- d. Make connections; understand complex relationships and interrelationships.

6. BE ABLE TO UTILIZE TECHNOLOGY APPROPRIATELY.

- a. Demonstrate an awareness of current technological developments and applications.
- b. Demonstrate an understanding of technology use in the contexts of self, world of work, and social implications.
- c. Judge and select that set of procedures, tools, apparatus or machines that will produce the desired results.
- d. Demonstrate the ability to use appropriate technological tools to accomplish tasks.
- e. Be able to access, process, and evaluate information from databases, computernetworks, and other information systems.
- f. Demonstrate the ability to communicate using written, graphic, pictorial and other multimedia methods.

7. KNOW HOW TO MAINTAIN A HEALTHY, WELL-ROUNDED LIFE-STYLE.

- a. Possess knowledge about human sexuality issues.
- b. Understand the ill effects of alcohol, tobacco, and drugs and know the strategies for avoidance of addictive substances.
- c. Understand principles of good nutrition.
- d. Apply the principles of good personal hygiene.

8. HAVE RESPECT FOR SELF AND OTHERS.

- a. Exhibit ethical standards, i.e., honesty; integrity; fairness; equity; and compassion.
- b. View oneself with esteem and others with respect, regardless of differences in culture and ability.
- c. Demonstrate self-control and self-discipline.
- d. Understand and appreciate the role of authority in society and know the acceptable means to challenge authority when appropriate.
- e. Accept responsibility for his/her own actions.

APPENDIX B: Bullying Policy

Glenn Curtiss Elementary is committed to providing a safe and productive learning environment. Bullying of a student by another student is strictly prohibited on school property, in school buildings, on school buses, and at school sponsored events and/or activities whether occurring on or off campus. The Administration shall require the prohibition of bullying – along with the range of possible intervention activities and/or sanctions for such misconduct – which is included in the *District Code of Conduct* for all grade levels.

The term “**bullying**” among children is defined, in general, as: “*a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with a more powerful child or group attacking those who are less powerful.*” Bullying can take three forms:

1. **Physical** (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings)
2. **Verbal** (including, but not limited to, taunting, malicious teasing, name calling making threats)
3. **Psychological** (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion or intimidation)

Engages in Cyberbullying Behavior

Cyberbullying involving District students may occur both on campus and off school grounds and may involve student use of the District Internet system or student use of personal digital devices while at school, such as cell phones, digital cameras, and personal computers.

Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings (including blogs).

Cyber bullying has the effect of:

1. Physically, emotionally or mentally harming a student;
2. Placing a student in reasonable fear of physical, emotional or mental harm;
3. Placing a student in reasonable fear of damage to or loss of personal property; and
4. Creating an intimidating or hostile environment that substantially interferes with a student’s educational opportunities.

Also, cyber bullying that occurs off-campus, that causes or threatens to cause a material or substantial disruption in the school, could allow school officials to apply the **“Tinker”** standard” where a student’s off –campus “speech” may be subject to formal discipline by school officials when it is determined that the off-campus speech did cause a substantial disruption or treat thereof within the school setting [Tinker v. Des Moines Indep. School Dist. 393 U.S. 503 (1969)]. Such conduct could also be subject to appropriate disciplinary action in accordance with the District Code of Conduct and possible referral to local law enforcement authorities.

Reporting Bullying/Cyber bullying Behavior

Any student who believes that he/she is being subjected to bullying/cyber bullying behavior, as well as any other person who has knowledge of or witnesses any possible occurrence of bullying, shall report the bullying to any staff member or the Building Principal. The staff member/Building Principal to who the report is made shall investigate the complaint and take appropriate action. Investigation of allegations of bullying shall follow the procedures followed for complaints of harassment within the School. Allegations of bullying shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints.

Dignity for All Students Act

The District condemns and prohibits all forms of bullying (including cyberbullying), discrimination, and/or harassment of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property and at school sponsored activities and events that take place at locations off school property. In addition, any act of bullying, discrimination and/or harassment, outside of school sponsored events, which can reasonably be expected to materially and substantially disrupt the educational process may be subject to discipline. Dignity for All Students Act reporting forms can be found in each office as well as the District website. The following employees have been designated as Dignity Act Coordinators for the Hammondsport Central School District:

Glenn H. Curtiss Elementary School: Katie Boyer, School Psychologist

#607-569-5200 ext. 5220, katie.boyer@hport.wnyric.org

Hammondsport Junior/Senior High School: Jim Derr, Guidance Counselor

#607-569-5200 ext. 5232, jderr@hport.wnyric.org

Prevention and Intervention

Personnel at all levels are responsible for taking corrective action to prevent bullying behavior of which they have been made aware or report such behaviors to their immediate supervisor.

APPENDIX C: Alcohol, Drugs, and other Substances (Students) Policy

The Hammondsport Board of Education recognizes that the misuse of drugs and/or alcohol is a serious problem with legal, physical, emotional, and social implications for the entire community. Therefore, the consumption, sharing and/or selling, use and/or possession of alcoholic beverages, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs is prohibited at any school-sponsored event or on school property at all times. The inappropriate use of prescription and over-the-counter drugs will also be disallowed. Persons will be banned from entering school grounds or school-sponsored events when exhibiting behavioral, personal, or physical characteristics indicative of having used or consumed alcohol or other substances.

Through the collaborative efforts of staff, students, parents/legal guardians, and the community as a whole, a certifiable comprehensive program will be developed addressing alcohol and other substances to include the following elements:

Primary Prevention

Preventing or delaying alcohol and other substance use/abuse by students will be the major focus of a comprehensive K-12 program in which proactive measures of prevention and early intervention are emphasized. This program will include:

- a) A sequential K-12 curriculum that will be developed and incorporated into the total educational process. This curriculum will be concerned with education and prevention in all areas of alcohol and other substances uses/abuses;
- b) Training school personnel and parents/legal guardians to reinforce the components of the policy through in-service and community education programs with up-to-date factual information and materials.
- c) An effort to provide positive alternatives to alcohol and other substances use/abuse through the promotion of drug/alcohol-free special events, service projects, and extracurricular activities that will develop a positive peer influence.

Intervention

School-based intervention services will be made available to all students, grades K-12, and provided by prevention professionals who are appropriately trained in this area. The purpose of intervention is to eliminate any existing use/abuse of alcohol and other substances and to identify students considered to be at risk for use/abuse. Intervention programming will include:

- a) Counseling of students in groups and as individuals on alcohol and other substance use/abuse. Counselors will be appropriately trained and skilled school staff assigned for this purpose.
- b) Referring students to community or other outside agencies when their use/abuse of alcohol and other substances requires additional counseling or treatment. Referral is a key

link to school and community efforts and the process is basic to the dissemination of information regarding available counseling and health services;

- c) Providing a supportive school environment designed to continue the recovery process for students returning from treatment. A re-entry program may include continuing student and/or family counseling and emphasizing positive alternatives to alcohol and other substance use/abuse.
- d) Developing a parent network to serve as a support group and provide a vehicle of communication for parent education.
- e) Ensuring confidentiality as required by state and federal law.

Disciplinary Measures

Disciplinary measures for students consuming, sharing and/or selling, using and/or possessing alcoholic beverages, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs will be outlined in the Student Handbook.

Staff Development

There will be on-going training of District staff about the components of an effective alcohol and other substances program. Training will include, but not be limited to, District policies and regulations and the staff's role in implementing such policies and regulations. Teachers will be trained to implement the District's K-12 alcohol and other substance prevention curricula; intervention staff will be suitably trained to carry out appropriate services.

Implementation, Dissemination, and Monitoring

It will be the responsibility of the Superintendent to implement the alcohol and other substances Board policy by collaboration with school personnel, students, parents/legal guardians, and the community at large.

Additionally, copies of Board policy will be disseminated to District staff, parents/legal guardians, and community members. The Superintendent will biennially review the policy and support appropriate modifications as needed.

Drug-Free Schools & Communities Act
Amendment of 1989 (Public Law 101-226)

APPENDIX D: Acceptable District Resource Use Policy

“District resources” means the District’s computer systems and networks, any configuration of hardware, operating system software, application software, stored text, and data files. Examples include electronic mail, local databases, externally accessed resources (such as the Internet), CD-ROM, optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available.

When using District resources, I agree to follow the Acceptable Use Policy.

- I recognize that all who use District resources have the same right to use the equipment; therefore, I will not use the District resources for nonacademic activities. Chat rooms, interactive games, Internet e-mail, etc., may only be used for approved instructional purposes.
- I will not waste or take supplies; such as paper, printer ribbons or ink, and diskettes, that are provided by the school.
- When I am using the computers, I will talk softly and work in ways that will not disturb other users.
- I will not save on or alter in any other way the program disk or the hard drive (C drive). The disks are school property and must not be altered.
- I will only use disks provided by the school on school computers.
- I will protect the privacy of others’ work by not using their IDs and by not trying to learn their passwords.
- I will keep my ID, account, and password confidential.
- I will not copy, change, read, or use files in another user’s area.
- I will not attempt to gain unauthorized access to system programs or other computer equipment.
- I will not use computer systems to disturb or harass other computer users or to send unwanted mail.
- I will not download information onto the hard drives of any school computer.
- I will not violate the property rights and copyrights in data and computer programs.
- I will not use the network for slanderous, abusive, intimidating, vulgar, profane, pornographic or otherwise offensive messages.

Violations of the Acceptable Use Policy described above will be dealt with seriously. Violators will lose computer privileges, face school discipline and, if appropriate, legal charges.

APPENDIX E: Hammondsport Central School District Title IX Policy and Procedures

The Hammondsport Central School District provides equal opportunity for students, employees, and third parties, and does not discriminate against any student, employee, or third party enrolled in (or candidate for admission to) its programs and activities on the basis of sex. The following procedures apply to complaints alleging all forms of discrimination on the basis of sex (including sexual harassment and sexual assault) by employees, students, and third parties.

Notice of Non-Discrimination

Hammondsport Central School District does not discriminate against any student, employee, or applicant for employment or admissions on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Any student, employee, or applicant for employment or admission to Hammondsport Central School District who believes that he or she has been discriminated against on the basis of sex may file a complaint with the Title IX Coordinator or to the Office of Civil Rights (“OCR”), United States Department of Education, 1-800-421-3481.

Title IX Coordinator

Kyle C. Bower, Superintendent
8272 Main Street, Hammondsport, NY 14840
#607-569-5200 Ext. 5291
kbower@hport.wnyric.org

Alternate Title IX Coordinator

Joni Makowiec, District Curriculum
Coordinator/Director of Student
Intervention Services
8272 Main Street, Hammondsport, NY 14840
#607-569-5200 Ext. 1144
jmakowiec@hport.wnyric.org

Definitions

Complaining Party: The person who lodges or files a complaint, formal or informal, against another person. This individual may be the victim or another individual filing a complaint on behalf of the victim. The victim is the person who is the subject of the alleged sex discrimination.

Discrimination: The exclusion from participation, denial of benefits, or subjection of any student, employee, or third party to disparate treatment or disparate impact in any academic, athletic, extracurricular, research, occupational training, or other education program or activity based upon sex.

Hostile Environment: Sex-based harassment that causes sufficiently severe, persistent, or pervasive interference with or limits one or more student’s, employee’s, or third party’s ability to participate in or benefit from the education program.

Respondent: The person who is alleged to have committed an act of sex discrimination.

Sexual Assault: Non-consensual sexual contact and non-consensual sexual intercourse. All such acts of sexual assault are forms of sexual violence, and therefore sexual misconduct under this policy.

Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Conduct may take many forms including, but not limited to:

- a) Verbal abuse or ridicule, including innuendoes, stories and jokes that are sexual in nature and/or gender-related. This might include inappropriate sex-oriented comments on appearance, including dress or physical features.
- b) Direct or indirect threats or bribes for unwanted sexual activity.
- c) Asking or commenting about a person's sexual activities.
- d) Unwelcome and unwanted physical contact of a sexual nature including, but not limited to, physical acts such as assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement.
- e) Displaying or distributing pornographic or other sexually explicit materials such as magazines, pictures, internet material, cartoons, etc.
- f) The use of profanity and/or other obscenities that are sexually suggestive or degrading in nature.
- g) Unwelcome staring, leering, or gesturing which is sexually suggestive in nature.
- h) Unwelcome and/or offensive public displays of sexual/physical affection.
- i) Clothing that reflects sexually obscene and/or sexually explicit messages, slogans, or pictures.
- j) Engaging in sexual conduct with an individual who is unable to consent due to his/her age, use of drugs or alcohol, intellectual disability, or other disability.
- k) Any other unwelcome and unwanted sexually oriented and/or gender-based behavior which is sexually demeaning, belittling, intimidating, or perpetrates sexual stereotypes and attitudes.

Sexual harassment includes, but is not limited to, sexual violence. For the purpose of this policy, sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual violence includes rape, sexual assault, sexual battery, and sexual coercion. Sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from students, supervisors, co-workers or third parties such as visitors and school volunteers.

Title IX Grievance Procedures

Students, parents, employees, and third parties may report allegations of sex discrimination directly to the Title IX Coordinator. Such reports may be made verbally or in writing.

The Title IX Coordinator or his or her designee is responsible for investigating any complaints, whether verbal or written, of sexual discrimination. The Title IX Coordinator will take immediate interim steps, if necessary, to support the safety of the complaining party (and potential victim, if different from complaining party). Such steps include, but are not limited to, providing in-school

counseling, modifying academic and/or work duties, and changing schedules to ensure the complaining party/victim and respondent are not in the same physical space.

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any student, employee, or third party who believes he/she has been a victim of sexual harassment in the school or work environment, as well as any other person who is aware of and/or who has knowledge of or witnesses any possible occurrence of sexual harassment, immediately report such alleged harassment to a District's Title IX Coordinator. "Responsible employees" must promptly report to the Title IX Coordinator any harassment that they observe or learn about. Responsible employees are defined as "any employee who has the authority to take action to redress the harassment, who has the duty to report to appropriate school officials' sexual harassment or any other misconduct by students or employees, or an individual who a student could reasonably believe has this authority or responsibility." In the event that the Title IX Coordinator is the alleged offender, the report will be directed to another District administrator. The Hammondspport Central School District will act to promptly, thoroughly, and equitably investigate all complaints, whether verbal or written, of sexual harassment. Both parties, including the complaining party and respondent will be provided with the opportunity to present witnesses and other evidence. The investigation may include, but is not limited to, conducting interviews with the complainant, victim, respondent, and any other potential witnesses, and reviewing any physical evidence related to the claim.

The investigation will be completed within 60 days of receiving a report of sex discrimination. This includes interviewing the complaining party and respondent within one week of receipt of the report of sex discrimination. Upon the completion of the investigation, the Title IX Coordinator will notify the parties (including parents of a minor student) in writing of the investigation's outcome. Such notification will be provided within five (5) business days after the completion of the investigation. The District will take steps to prevent the reoccurrence of any harassment and correct any discriminatory effects on the complaining party, victim, and others.

The Student Code of Conduct will be used to enforce any finding of sex discrimination against a student. Potential disciplinary steps to be taken against students who commit sex discrimination include, but are not limited to, detention and suspension. Employees who are found to commit sex discrimination will be disciplined in accordance with their respective contracts, including, but not limited to, counselor memoranda and dismissal.

Either party may request an appeal of District's investigation within 15 days of receipt of written notification of the outcome of the investigation. The Title IX Coordinator will identify an impartial decision-maker to conduct an impartial appeal. Appeals will be completed within 30 days of receipt of the request for an appeal. All parties will be notified of the outcome of the appeal in writing within five (5) business days after the completion of the appeal.

Prohibition of Retaliatory Behavior

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of sex discrimination. Complaints of retaliation may be directed to the Title IX Coordinator. In the event

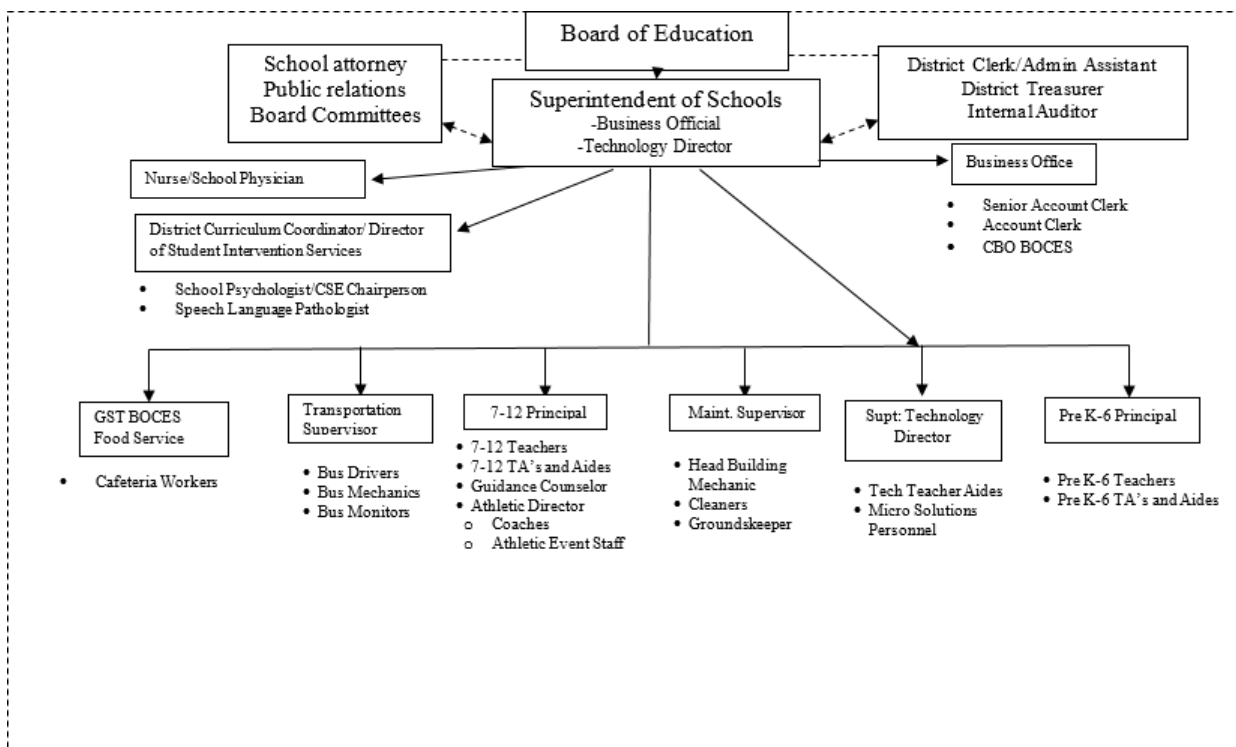
the Title IX Coordinator is the alleged offender, the report will be directed to another District administrator.

Where appropriate, follow-up inquiries will be made to ensure that sex discrimination has not resumed and that all those involved in the investigation of the sex discrimination have not suffered retaliation

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

APPENDIX F: Organizational Chart

Hammondsport Central School District Organizational Chart



APPENDIX G: Communications Flowchart

WE WANT TO HELP!

In our ongoing efforts to increase effective communication among all the “stakeholders” in our students’ education, we have developed a communications checklist that should help you contact the correct staff member with your questions and concerns.

In order to handle problems in the most effective way, it is extremely important that the staff member most directly involved with the question or concern is contacted first. In order to facilitate this process, when someone contacts a Board Member or Administrator before proceeding through this process, you will find that you will be asked if you have contacted the staff member most immediately involved in the problem. If the question is not answered or issue not resolved at a given step, then you should proceed to the next step. The Board of Education would become involved, if necessary, at the final appeal stage of the process.

It is the primary responsibility of the Board of Education to set policy for the school district. Although individual Board Members are certainly willing to listen to your concerns, they can only act as a corporate body when they meet in an official Board of Education Meeting. The Superintendent and his/her administrative staff are legally empowered to administer the school district and put into operation the policies and decisions of the Board of Education.

Hopefully, this checklist will assist you in getting the information that you need regarding our children and the overall educational program.

Questions/Concerns	Step 1	Step 2	Step 3	Step 4
1. Academics:				
Difficulties	Classroom/Subject Teacher	H.S. Guidance	H.S./Elem.Principal	Superintendent
Scheduling	H.S. Guidance/ Elem. Teacher	H.S./Elem.Principal	Superintendent	
Curriculum	Classroom/Subject Teacher	H.S./Elem.Principal	Superintendent	
2. Athletics	Coach	AD/Maint.Superv.	H.S. Principal	Superintendent
3. Behavior	Classroom /Subject Teacher	H.S.Guid/School Couns.	H.S./Elem.Principal	Superintendent
4. Budget	Superintendent			
5. Classroom Procedures	Classroom/Subject Teacher	H.S./Elem.Principal	Superintendent	
6. Co-Curricular Activities	Club Advisor	H.S./Elem.Principal	Superintendent	
7. Medical	School Nurse	H.S./Elem.Principal	Superintendent	
8. Board of Ed. Policies	H.S./Elem.Principal	Superintendent	Board of Education	
9. Special Education	Classroom/Subj./SpEd.Teacher	Dir. of Spec. Ed.	H.S./Elem. Principal	Superintendent
10. Transportation Issues	Driver	Transp.Supervisor	H.S./Elem.Principal	Superintendent
11. Building Use	Principal	Maint. Supervisor	Superintendent	
12. Bldg./Grounds Issues	Maintenance	Superintendent		
13. Technology/Adult Ed	Tech. Coordinator	Superintendent		