

HUDSON FALLS CSD
HUDSON FALLS PRIMARY SCHOOL
GRADES 1-3



STUDENT HANDBOOK
2024 - 2025

**Please sign and return the last page of this handbook by
September 13th.**

Dear Parent/Guardian:

Welcome to the Primary School! We enjoy our young students and work hard to help them love learning. Our job is to build the foundations for learning. We encourage each child to use his or her strengths to become enthusiastic lifelong learners. To achieve a successful school year and meet the expectations of the Learning Standards, we need your involvement and support. We have an outstanding staff and we will work with you to make sure your child feels safe and enjoys every opportunity to be successful.

Information or answers to questions you have that are not contained in this handbook may be found on the district website: hfcsd.org.

Hudson Falls Primary School: 518-681-4450

Principal: Mrs. April Struwing

Assistant Principal: Dr. Susan Bishop

HUDSON FALLS PRIMARY SCHOOL IMPORTANT DATES

Open House

Wednesday, September 18, 2024: 6pm - 8 pm

Report Card Dates

Trimester 1

December 9, 2024

Trimester 2

March 17, 2025

Trimester 3

June 27, 2025

Picture Day -

October 17, 2024 & October 18, 2024

Picture Retake Day- December 10, 2024

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ACADEMICS

Assessments & Standardized Testing

The district is required to administer assessments that are part of the New York State Testing Program for students in grade 3. In addition, we administer additional local assessments. These assessments help to monitor and communicate the progress of students and inform our instructional decisions.

Assessments by Grade Level:

Grade	Test	Date
Grade 1	STAR Reading & Math Computer-Based Assessments	Sept, Jan, May
	Literacy & Math Assessments	Ongoing Throughout Year
Grade 2	STAR Reading & Math Computer-Based Assessments	Sept, Jan, May
	Literacy & Math Assessments	Ongoing Throughout Year
Grade 3	STAR Reading & Math Computer-Based Assessments	Sept, Jan, May
	Literacy & Math Assessments	Ongoing Throughout Year
	State Testing ELA & Math Testing Window	April 7 - May 16, 2025

Homework

Meaningful homework is assigned at each grade level at the Primary School. When properly guided, homework serves to reinforce and extend formal instruction.

Homework assignments:

- Provide practice in developing and reinforcing skills;
- Encourage student's development of good study habits and self-initiative; and
- Develop parental interest and participation in the student's program.

Grade One: Homework folders are provided for every student. Homework will be assigned on Mondays and Wednesdays. On Mondays, the students will need to complete an independent language arts task. On Wednesdays, the students will need to complete an independent math task. Reading is encouraged each night. Classroom teachers can provide students with books to read at home. Homework should take approximately ten minutes to complete. After spending time on completing homework and you find a task too difficult for your child to complete, please send a note to the teacher and they will review the work with your child at school.

Grade Two: Homework folders are provided for every student. Math homework will be assigned nightly on Monday – Thursday. The students will need to complete a math fact worksheet (should take no more than 5 minutes to complete) and a practice page from the lesson that was covered in the classroom during the day (should take no more than 10 minutes to complete). As part of homework the students will complete a weekly book log where they need to complete 80 minutes of reading a week. Book logs will be tracked from Friday to Friday to allow your child time to complete their reading over the

weekend. Homework should take approximately 20 minutes to complete. After spending time on completing homework and you find a task too difficult for your child to complete, please send a note to the teacher and they will review the work with your child at school.

Grade Three: Homework folders are provided for every student. Math homework will be assigned nightly on Monday – Thursday. The students will need to complete a math fact fluency worksheet (2 minutes to complete) and a practice page from the lesson that was covered in the classroom during the day (should take between 5 and 15 minutes to complete depending upon the lesson topic). A reading packet will be sent home on Mondays and needs to be returned on Wednesdays (should take between 10 – 15 minutes to complete each night). Wednesday and Thursday will be used as days to make any necessary corrections in the reading packet. As part of homework the students will complete a weekly book log where they need to complete 100 minutes of reading a week. Book logs will be tracked from Friday to Friday to allow your child time to complete their reading over the weekend. The reading packet can be included as your reading time on your book log. Homework should take approximately 30 minutes to complete. After spending time on completing homework and you find a task too difficult for your child to complete, please send a note to the teacher and they will review the work with your child at school.

Academic Intervention Services (AIS)

As defined by New York State, Academic Intervention Services (AIS) are supplemental services provided to those students who perform below the state standards or demonstrate partial or minimal understanding of the skills and knowledge needed at their grade level. Inclusion in the program is based on test results and level of classroom performance. If a child requires help, supplementary instruction is conducted in small groups of children. Instruction can be provided by the classroom teacher or by a designated teacher for supplemental services. If your child meets the criteria to receive AIS services you will be notified by the school. These programs supplement but do not replace the child's regular classroom program in reading or math.

Before & After School Programs

The Primary School offers various before and after school programs. If your child is recommended for one of these programs you will be notified by the school. Parent permission will be needed to participate in the program. Types of programs that have been offered in the past years: academic based clubs, Big Brother Big Sister, Chess Club, STEAM Enrichment and art enrichment.

ASSEMBLIES

At all times the students' behavior should be courteous. An indication of the cultural level of a school is the conduct of its student body at an assembly. Whether guests are present or not, each student is personally responsible for the impression made by the school as a whole. Unacceptable behavior will result in removal from the assembly and possible further disciplinary action.

ATTENDANCE - SCHOOL DAY

Students can report to classrooms at 8:45 a.m. The school day begins at 9:10 a.m. and ends at 3:10 p.m. Students are considered tardy if arriving after the 9:10 bell.

ATTENDANCE - COMPREHENSIVE STUDENT ATTENDANCE POLICY

Statement of Overall Objectives

The District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. The District recognizes that consistent school attendance, academic success, and school completion have a positive correlation, and therefore has developed, and, if necessary, will revise a Comprehensive Student Attendance Policy to meet the following objectives:

- a. To increase school completion for all students;
- b. To raise student achievement and close gaps in student performance;
- c. To identify attendance patterns in order to design attendance improvement efforts;
- d. To know the whereabouts of every student for safety and other reasons;
- e. To verify that individual students are complying with education laws relating to compulsory attendance;
- f. To determine the District's average daily attendance for state aid purposes.

Description of Strategies to Meet Objectives

The District will:

- a. Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.
- b. Develop a Comprehensive Student Attendance Policy based upon the recommendations of a multifaceted District Policy Development Team that includes representation from the Board of Education, administrators, teachers, students, parents and the community. The District will hold at least one public hearing prior to the adoption of this collaboratively developed Comprehensive Student Attendance Policy.
- c. Maintain accurate record keeping via a Register of Attendance to record attendance, absence, tardiness or early departure of each student.
- d. Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.
- e. Develop early intervention strategies to improve school attendance for all students.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

Based upon the District's education and community needs, values, and priorities, the District has determined that absences, tardiness, and early departures will be considered excused or unexcused according to the following standards.

- a. **Excused:** An absence, tardiness, or early departure may be excused if due to personal illness, illness, or death in the family, impassable roads due to inclement weather, religious observance, school-related activities (e.g., state or regional athletic competitions, training, etc.), quarantine, required court appearances, attendance at health clinics, visitations to medical professionals, approved college visits and interviews for prospective college attendance, approved cooperative work programs, military obligations, or other such reasons as may be approved by the Board of Education.
- b. **Unexcused:** An absence, tardiness, or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, haircut, obtaining learner's permit, road test, oversleeping).
- c. Tardiness or tardies are defined as arriving to class after the prescribed starting time or bell.
- d. Early departures are defined as leaving the class before the prescribed ending time or bell.

A written excuse, signed by a parent or person in parental relation should be presented by the student when returning to school following each absence. A call placed by the parent to the Attendance Office can also be provided.

Student Attendance Recordkeeping/Data Collection

The record of each student's presence, absence, tardiness, and early departure will be kept in a register of attendance in a manner consistent with the Commissioner's regulations. An absence, tardiness, or early departure will be entered as "excused" or "unexcused" along with the District code for the reason.

Attendance will be taken and recorded in accordance with the following:

- a. For students in non-departmentalized kindergarten through grade 8 (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.), such student's presence or absence will be recorded after the taking of attendance once per school day, provided that students are not dismissed from school grounds during a lunch period. Where students are dismissed for lunch, their presence or absence will also be recorded after the taking of attendance a second time upon the student's return from lunch. For purposes of APPR and Teacher-Student Data Linkages (TSDL), classroom attendance for all students K through 12 must be recorded on a subject by subject basis for Teacher of Record Determinations.
- b. For students in grades 9 through 12 or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in

each period of scheduled instruction.

- c. Any absence for a school day or partial school day will be recorded as excused or unexcused in accordance with the standards articulated in this policy.
- d. In the event that a student at any instructional level from grades K through 12 arrives late for or departs early from scheduled instruction, the tardiness or early departure will be recorded as excused or unexcused in accordance with the standards articulated in this policy.

A record will be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or other cause as may be found satisfactory to the Commissioner of Education.

Attendance records will also indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law Section 3202(1-a).

At the conclusion of each class period or school day, all attendance information will be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness, or early departure will be coded on a student's record in accordance with the established District/building procedures.

Students will be considered in attendance if the student is:

- a. Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time; or
- b. Working under an approved independent study program; or
- c. Receiving approved alternative instruction.

Students who are absent from class due to their participation in a school-sponsored activity must arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Attendance at school-sponsored events where instruction is substantially equivalent to the instruction which was missed will be counted as the equivalent of regular attendance in class.

Upon returning to school following a properly excused absence, tardiness, or early departure, it will be the responsibility of the student to consult with his/her teacher(s) regarding arrangements to make up missed work, assignments, or tests in accordance with the time schedule specified by the teacher.

Notice of Minimum Attendance Standard/Intervention Strategies Prior to the Denial of Course Credit

To ensure that parents or persons in parental relation and students are informed of the District's policy regarding minimum attendance and course credit, and the implementation of specific intervention strategies to be employed prior to the denial of course credit to the student for insufficient attendance, the following guidelines shall be followed:

- a. Copies of the District's Comprehensive Student Attendance Policy will be available to parents/persons in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the District.
- b. School newsletters and publications will include periodic reminders of the components of the District's Comprehensive Student Attendance Policy. Copies of the Attendance Policy will also be included in parent/student handbooks or posted on the District website.
- c. At periodic intervals, a designated staff member(s) will notify, by telephone, the parent/person in parental relation of the student's absence, tardiness, or early departure and explain the relationship of the student's attendance to his/her ability to receive course credit. If the parent/person in parental relation cannot be reached by telephone, a letter shall be sent detailing this information.
- d. A designated staff member will review the District's Attendance Policy with students who have excessive or unexcused absences, tardiness reports, or early departures. Further, appropriate student support services within the District, as well as the possible collaboration/referral to community support services and agencies, will be implemented prior to the denial of course credit for insufficient attendance by the student.

Notice of Students who are Absent, Tardy or Depart Early Without Proper Excuse

A designated staff member will notify by telephone the parent/person in parental relation to a student who is absent, tardy, or departs early without proper excuse. The staff member will explain the District's Comprehensive Student Attendance Policy, the District's/building level intervention procedures, and, if appropriate, the relationship between student attendance and course credit. If the parent/person in parental relation cannot be reached by telephone, the staff member will provide the notification by mail. Further, the District's Attendance Policy will be mailed to the parent/person in parental relation to promote awareness and help ensure compliance with the policy.

If deemed necessary by appropriate school officials, or if requested by the parent/person in parental relation, a school conference will be scheduled between the parent/person in parental relation and appropriate staff members to address the student's attendance. The student may also be requested to attend this conference to address appropriate intervention strategies that best meet the needs of the student.

Chronic Absenteeism

Chronic absenteeism is defined as missing at least 10% of enrolled school days in a year for any reason, excused or unexcused. Chronic absenteeism differs from truancy because it emphasizes missed instructional time rather than unexcused absences. Missed instructional time can increase a student's risk for disengagement, low achievement, and dropping out, among other things.

Students who miss at least 5% of enrolled school days in a year are at risk of becoming chronically absent. In light of this, the District will implement intervention strategies for students who miss 5% or more of the enrolled school days in a year.

Attendance Incentives

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

- a. Attendance honor rolls will be posted in prominent places in District buildings and included in District newsletters and, with parent/person in parental relation consent, in community publications;
- b. Special events (e.g., assemblies, guest speakers, field days) scheduled on days that historically have high absenteeism (e.g., Mondays, Fridays, day before vacation);
- c. Grade-level rewards at each building for best attendance;
- d. Classroom acknowledgment of the importance of good attendance (e.g., individual certificates, recognition chart, bulletin boards);
- e. Assemblies collaboratively developed and promoted by student council, administration, PTA/PTO, and other community groups to promote good attendance;
- f. Referral to the school social worker or school counselor;
- g. Contacting the parent/person in parental relation in writing or scheduling a conference with the parent/person in parental relation and the student;
- h. Contacting other state/county/local agencies for assistance including the District Attorney's Office.

Disciplinary Consequences

Unexcused absences, tardiness, and early departures will result in disciplinary sanctions as described in the District's Code of Conduct. Negative consequences will not be imposed, however, where the absence, tardiness, or early departure is related to homelessness. Consequences may include, but are not limited to, verbal warnings, referral to Youth Court, behavioral contract, suspension, Superintendent's Hearing, referral to outside agencies, in-school suspension, detention, and denial of participation in interscholastic and extracurricular activities. Parents or persons in parental relation will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness, or early departures and the importance of class attendance and appropriate interventions. Individual buildings and grade levels will address procedures to implement the notification process to the parent/person in parental relation.

Intervention Strategy Process

In order to effectively intervene when an identified pattern of excused absences, unexcused absences, tardiness, or early departures occur, designated District personnel will pursue the following:

- a. Identify specific element(s) of the pattern (e.g., grade level, building, time frame, type of excused absences, unexcused absences, tardiness, or early departures);

- b. Contact the District staff most closely associated with the element. In specific cases where the pattern involves an individual student, the student and parent/person in parental relation will be contacted;
- c. Discuss strategies to directly intervene with the specific element;
- d. Implement changes, as approved by appropriate administration;
- e. Utilize appropriate District or community resources to address and help remediate student unexcused absences, tardiness, or early departures;
- f. Monitor and report short and long-term effects of intervention.

Appeal Process

A parent/person in parental relation may request a building-level review of his/her child's attendance record.

Building Review of Attendance Records

The building principal will work in conjunction with the building attendance clerk and other designated staff in reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness, and early departures.

The high school will utilize an Attendance Review Board to review specific student attendance problems there. This Board will consist of—at a minimum—the principal, a guidance representative, social worker associate, and teachers.

Annual Review by the Board of Education

The Board of Education will annually review the building-level student attendance records and if these records show a decline in student attendance, the Board will make any revisions to the policy and plan considered necessary to improve student attendance.

Community Awareness

The Board of Education will promote necessary community awareness of the District's Comprehensive Student Attendance Policy by:

- a. Providing a plain language summary of the policy to parents or persons in parental relation to students at the beginning of each school year and promoting the understanding of such a policy to students and their parents/persons in parental relation;
- b. Providing each teacher, at the beginning of the school year or upon employment, with a copy of the policy; and
- c. Providing copies of the policy to any other member of the community upon request.

Education Law Sections 3024, 3025, 3202, 3205, 3206, 3210, 3211, and 3213

8 NYCRR Sections 104.1, 109.2, and 175.6

BUILDING HOURS

The building is open in the morning at 8:30 a.m. Students are allowed to their classrooms at 8:45 a.m. Student activities past 3:35 p.m. are supervised by adults assigned to specific programs. Students must be enrolled in programming to be in school buildings after 3:35 p.m. Custodians will not assume responsibility for supervision of students outside of school hours.

CHARACTER EDUCATION

Character education is a learning process that enables students and adults in a school community to understand, care about and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. Upon such core values, we form the attitudes and actions that are the hallmark of safe, healthy and informed communities that serve as the foundation of our society.

Monthly Themes

The following are the themes for the school year:

- September: Respect
- October: Self-Control
- November: Acceptance
- December: Generosity
- January: Cooperation
- February: Friendship
- March: Honesty & Courage
- April: Responsibility
- May: Compassion/Kindness
- June: Citizenship

CHILD PROTECTIVE SERVICE VISITATIONS AND INTERVIEWS

School principals and staff are committed to keeping students safe from harm and fulfilling the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated. The district will cooperate with local child protective service workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

CLASSROOM PLACEMENTS

Work begins in Spring to start preparing the class lists for the following school year. The students are placed so that all the classes will be as evenly balanced as possible.

Consideration is given to both academic and social development. Parents will receive a Parent Input Form for Classroom Placement in the Spring. In completing the form, parents will be able to share important information about the child's learning style. We do not accept specific teacher requests.

Assigning children to a classroom is a carefully thought-out process collaboratively created by the staff and the principal. Our goal is to create well- balanced classes with an academic range of abilities and social behaviors; the best balance of boys and girls possible and the best match-up of teaching style and student learning style.

The class lists are finalized in August. By this time, our records are as close as we can get to what our enrollments will be in September. Notices of room and teacher assignments are mailed to parents in August.

COMMUNICATION

Communication with parents about their child's individual progress, as well as important news and information about the school and district, is accomplished in a number of ways, including:

- Parent or teacher-initiated contacts at any time during the year;
- Parent Square;
- Class Dojo;
- Open house each fall;
- Frequent updates on district website (hfcsd.org);
- Occasional notes and letters from teachers;
- Work children bring home;
- PTSA meetings and programs;

There are many decisions made daily in the classrooms. If you have a concern about a teacher's decision, it is best to make direct contact with the teacher for clarification before involving the principal. If you still have a question or concerns after speaking with the classroom teacher, please contact the principal.

Conferences

A parent-teacher conference is a two-way exchange of information about a child. Parents play an important role in their child's education. Parents will be given the option to participate in a conference with teachers twice yearly, with the options of virtual, phone or in-person meetings. Parents are encouraged to attend to discuss with the teacher the child's interest, attitude, progress and concerns at home and/or school.

Half-days are set aside in the school calendar for parent-teacher conferences. Bus students will begin dismissal at 12:00. Parent pick-ups will be dismissed as follows:

Grade One:	12:05
Grade Two:	12:10
Grade Three:	12:15

Conferences are scheduled for the following dates:

December: 10, 11, 12, 13
March: 18, 19, 20, 21

Conferences are scheduled to last 20 minutes. If additional time is needed, please ask your child's teacher for a longer appointment. Teachers may also schedule conferences before and after school, if necessary. If you are unable to keep an appointment, please notify the teacher promptly.

Open House

Each Fall, we have an evening Open House for parents. This year the Primary School Open House will take place on Wednesday, September 18, 2024. An invitation letter will be sent home with your child at the beginning of the school year. The purposes of the Open House are:

- To give parents and teachers the opportunity to interact;
- To give teachers the opportunity to present an overview of the year's program and share thoughts about standards; and
- To give parents the opportunity to ask questions and become actively involved in the school.

Report Cards

The English Language Arts and the Writing sections on the report card have listed Academic Learning Targets that are aligned to the Next Generation Standards. There will be two sets of marks on the report card: the Academic Learning Targets and characteristics that support learning. The Academic Learning Targets are based on a specific set of standards for each grade level that students need to meet by the end of the school year. The teacher will provide feedback on the student's progress using a 1-4 scale; 1- Developing, 2- Nearly Proficient, 3- Proficient, 4- Highly Proficient. Student progress and performance must be viewed on a learning continuum. Given that Academic Learning Targets are end-of-year goals, many students will still be Developing (1) or Nearly Proficient (2) in December and March. All students need to be Proficient (3) by the end of the year to be fully prepared for the next grade level. The English Language Arts and Writing sections on the report card include its own progress measure that indicates whether the student is learning at a significant, steady or minimal rate.

An overall grade will be provided for math with progress measures being provided for learning targets that are taught each trimester. Grades will be provided for social studies, science and special areas each trimester.

Characteristics that support learning communicate to parents about their child's progress with their work habits and social development. By including effort and work habits as a separate reporting category, teachers may communicate about such matters as behavior, participation, homework and completing assignments without distorting a student's actual achievement in learning.

Trimesters will be used to report student progress. Reporting student performance three times per year allows students more time to demonstrate the knowledge, skills and concepts they are expected to learn in each content area. Since many elementary-aged students need more time to grow and develop physically, socially and academically, trimesters give students that gift of time. Report cards will be provided in December and March during scheduled conference times. At conference time your child's teacher will share a listing of the skills that are needed to meet each Academic Learning Target. The June report card will be sent home with students on the last day of school.

COMPUTER/INTERNET (CHROMEBOOK) USE

Chromebook Use

HFCSD is pleased to offer our students individual access to Chromebooks in grades K-5 for school and/or home use. They are provided to enhance, enrich and facilitate teaching and deeper learning. Chromebooks are to be used for school related use, curriculum support, research, communications and other instructional purposes. We believe the advantages to having access to digital resources far outweigh any disadvantages to not providing access to technology in the school environment. To that end, students and staff have participated in appropriate training and use Positive Behavior Intervention Strategies to help facilitate the use of technology in the classroom. Additionally, filtering is in place to both monitor and ensure student online safety when accessing information from the Internet.

The following guidelines are provided to help manage the use of this equipment. These guidelines apply to Chromebooks owned by HFCSD.

1. Chromebooks used by school district students remain the legal property of HFCSD.
2. Before a Chromebook is issued, the student and parent must sign the HFCSD Chromebook User Agreement, as well as the HFCSD Acceptable Use Policy. Both the

User Agreement and the Acceptable Use Policy will remain on file with IT Administration. A copy of the policy and agreement are located in the back of the handbook, and must be submitted by the indicated due date.

3. In the event of problems with the Chromebook, the user will immediately bring it to the attention of the teacher.

COUNSELING/GUIDANCE

Guidance services are available for every student in the school. These services include assistance with home, school and/or social concerns, or any question the student may feel he/she would like to discuss with his/her counselor.

School Counselor KC/PS: Jenna Middleton 518-681-4315

CUSTODY

If there is an issue with the custody of your child, please be sure that current, updated custody papers are on file with the district registrar and in the school office.

CYBER IMAGE POLICY

Any identifiable image, photo or video which implicates a student to have been in possession or presence of drugs or portrays actual use, or out of character behavior of crime, shall be confirmation of a violation of the code. Since there may be no way to establish a timeframe for when or location of where the image was taken, it shall be a responsibility that the student must assume. It must also be noted that there may be persons, who would attempt to implicate a student, by taking such images, to place them in a situation where they might be in violation of this code standard. This is the rationale for demanding that our students not place themselves in such environments and situations.

DISCIPLINE

Consequences for Code of Conduct Infractions

Students will be assigned consequences based on age and developmental level as appropriate based on infraction. A matrix of possible consequences is included in this handbook. Consequences are assigned at the discretion of the building administrator.

Out of School Suspension

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

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the Principals. Any staff member may recommend to their respective Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal or his/her designee for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The Superintendent, Principal, or their designee, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

Discipline for Students with Disabilities

It may be necessary to suspend, remove from class or otherwise discipline students with disabilities to address disruptive or problem behavior. The principal will review the IEP, and if necessary, consult with the Chairperson for Special Education prior to enacting any discipline to ensure that the procedures followed for suspending, removing from class or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

DISMISSAL

All parents need to complete a Parent Pick-Up Information Sheet stating which adults are allowed to pick their child up from school. Each day the school will check photo ID's to ensure the proper adult is picking up the correct student. Adults will need to sign their child out daily at parent pick-up. If you would like to have your child be a parent pick-up you need to call the office prior to 2:30. Students riding the bus will be dismissed from their classrooms at the assigned time to report to the appropriate location to be bussed home.

DRESS CODE

Hudson Falls Primary School students have always displayed common sense and good taste in the matter of dress. Occasionally, however, the question arises as to what is and what is not appropriate to wear to school. The New York State Commissioner of Education has established the following guidelines:

- Decency (no revealing attire)
- Health (no soiled/dirty clothing)
- Safety (footwear)
- Clothing which is disruptive or interferes with the educational process will not be permitted to be worn by students in school or on school premises (profanity, offensive messages, promotion of drugs, alcohol, tobacco)
- Certain insignias designated or inferred as inappropriate or obscene or in bad taste will not be permitted
- Hats, hoods, or other head gear (visors, scarves, bandanas) will not be permitted during the school day

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline as appropriate. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline in the form of escalating consequences.

The Building Principal shall be responsible for informing all students and their parents of any revisions to the dress code made during the school year.

DRILLS

New York State law requires a number of drills be completed in each school building, in multiple formats.

Fire/Evacuation Drills

Students must follow the directions of the staff member they are assigned to during these situations. Periodic fire drills are required by state law. Diagrams are posted in each room giving evacuation procedures to follow in an emergency. Please observe the following points during a fire drill: (1) Lights out. (2) Windows closed and doors closed

and locked. (3) Walk rapidly. Books should be left in the room. The use of cellphones and electronic devices during fire drills is prohibited.

Lockdown/Shelter In Place

Students must follow the directions of the staff member they are assigned to during these situations. Staff members will instruct students of protocols as laid out in the school building safety plan. The use of cellphones and electronic devices during lockdown/shelter in place is prohibited.

DRINKS

A well hydrated brain is proven to develop increased brain functioning and capacity. Students are allowed to carry a bottle of water with them throughout the day to help promote healthy living and brain development.

ELECTRONIC COMMUNICATION DEVICES - STUDENT USE

Students may not use personal electronic devices during the school day. Examples of such devices are cameras, digital cameras, cell phones, iPods, iPads, or any other type of telecommunications or imaging device. If students bring these items they must be turned off and stored in their cubbies during the day. **In the case that a student's personal item such as a cellphone, iPod, or other item is thought to have been used to violate the school's code of conduct, the administration reserves the right to search those items to investigate the incident.**

FIELD TRIPS

A blanket field trip permission form is included in the front of this booklet. This eliminates the need for a permission form each time a class takes a field trip. You will be notified in advance of the destination and purpose of all trips. ***Please complete and return this form as soon as possible.***

Students are expected to demonstrate exemplary behavior while away from school on a field trip. Students who have caused serious problems, are habitual behavior problems or who have fallen far behind in their academics may have to remain at school in an alternate setting. You will be notified in advance if your child will not be attending a field trip with their class.

Chaperones

Chaperones must be an adult family member. When you volunteer to chaperone a field trip, or other school events, you are accepting the responsibility to accompany and supervise the behavior of the students assigned to you. Siblings of the student are not permitted to attend with a chaperone as this presents a distraction from the role of the chaperone. All chaperones are expected to act responsibly and in the best interest of the class.

The responsibilities of a chaperone are:

1. Chaperones will be asked to drive their own vehicles to the site of the field trip.
2. Chaperones will supervise a group of children and report problems or needs to the teacher as they arise. Guests and other children are not permitted to attend the field trip.
3. The ultimate responsibility for the children rests with the classroom teacher. It is solely the prerogative of the teacher to determine the chaperones needed for each field trip.
4. All school rules are in effect on field trips. Chaperones should act as models of good behavior and conduct. There is no smoking on field trips.

School Requirements

Since field trips are educational activities, a child who does not attend because a parent declines to give permission must attend school. The child will be assigned to another classroom for the day.

Field trip expenses are kept to a minimum. Children may bring their own lunch on the day of the trip or will be provided a bag lunch by the cafeteria to take with them. If an admission fee presents a hardship, the parent should contact the principal. We never want a child to miss an opportunity and will confidentially provide assistance.

We prefer that all children return to school after the trip with the class. We ask that chaperones not plan to remain at the field trip site with his/her child, since it creates an unfair situation for the rest of the class. If a parent must take the child home at the conclusion of the trip we must have a note from the parent/guardian. Also, parents/guardians may take only their children and may not take other classmates.

HEALTH SERVICES

Our school nurses have a multi-faceted role within the school setting, one that supports the physical, mental, emotional, and social health of students and their success in the learning process. Our nurses provide a variety of school health services, functions and programs. These services are based upon current evidence, best practices and professional school nursing standards.

School Nurses: Mrs. Amber Fitzgerald, RN & Mrs. Ashley Clark, LPN: 518-681-4451

Student/Parent/Contact Information

A Student/Parent/Contact Information form is sent home with students at the beginning of the school year. Parents are required to provide emergency contact information, which may include friends or relatives to be called in case of illness or injury if the parents cannot be reached. This form gives the school written permission to call the emergency contact(s) listed, as necessary. It is important to inform the school of changes to contact information. If you cannot be contacted, the school may not release your child to anyone other than the person or persons listed in case of emergency.

Medication Policy

New York State Education Department Guidelines state that ALL medications, including over-the-counter medications, given at school, require the following:

1. Written order from your child's physician stating the name of the medication, dosage, frequency and time of administration;
2. Written statement from the parent or guardian requesting administration of the medication in school; (forms are in the health office) and can also be found here: <https://www.hfcsd.org/departments-services/health-services/>
3. Delivery of the medication to the health office by parent or guardian in a properly labeled original pharmacy container. Students are NOT allowed to carry medications to and from school.
4. Medications must be picked up at the end of the school year or will be destroyed.

Physical Exam Requirements

New York State law requires that each child in a school district have a health examination including body mass index before entering school for the first time, and again in grades 1, 3, 5, 7, 9, 11. A physical exam performed since 9/5/2023 is acceptable for the 2024/2025 school year. All forms are due by October. Please send in a copy of this health appraisal form or have your doctor's office fax a copy to the Health Office at 518-681-4454. If such an examination is not provided, the school is required by law to provide the exam at the school's expense. Our school physician will complete a physical exam for students who have not provided proof of a physical examination. Please notify the Health Office if you do not wish for your child to receive a physical examination in school. Parents/guardians will be notified in writing regarding upcoming scheduled physicals.

Body Mass Index

New York State Education Law requires that body mass index (BMI) and weight status category be included as part of the student's required school health examination. The BMI helps the student's medical provider know if the student's weight is in a healthy range or is too high or too low. School districts are required to submit summary information on weight status category to the New York State Department of Health to help health officials develop programs to improve children's health. No personally identifiable student information will be sent. If you choose to opt out of the summary for your child, please contact your school's health office or complete the BMI opt out letter found here: www.hfcsd.org/wp-content/uploads/2024/05/24_25-BMI-Opt-out-letter.pdf

Immunization Requirements

Section 2164 of the New York State Public Health law requires that parents provide evidence of their child's vaccination status or medical exemption before he/she can be admitted to school. (On June 13, 2019, NYS invalidated all religious exemptions for immunizations.) Evidence of the immunizations must be in the form of one of the following:

1. An immunization certificate signed by your healthcare provider
2. Immunization Registry report from your healthcare provider or county health department OR
3. A blood test lab report that proves your child is immune to the disease (this is applicable to only a few diseases)

Children who do not meet the State requirement will be denied admission into school starting September 19, 2024 until they are designated "in process" or fully immunized.

Required Immunizations for Grades K – 5

Immunization	Number of Doses*
Polio	3-4*
Hepatitis B	3
Diphtheria/Tetanus/Pertussis (Dtap)	3-5*
Measles/Mumps/Rubella	2
Varicella (Chickenpox)	2

*Must be given at correct intervals based on age

Dental Certificates

New York State Education Law 903, Chapter 281, permits schools to request a dental examination report for all newly enrolled students. Dental Health Certificates are to be completed by the child's dentist. Completed certificates should be sent/faxed to your school nurse.

School Health Screenings

New York State Education Law, (Article 19, Section 905), and the Commissioner's Regulations, Section 136.3, requires that schools provide the following health screenings: Vision screening for all newly enrolled students, including color perception, distance acuity, near vision; in addition, all students in grades K, 1, 3, 5, 7, and 11 will be screened for distance acuity and near vision. Vision screenings may be conducted any time that it is deemed necessary.

Hearing screening for all newly enrolled students, as well as for students in grades K, 1, 3, 5, 7 and 11 and any time deemed necessary.

Parents/guardians will be notified if there are any concerns during their child's screening. Results of all screenings will be documented in the student's school health record.

Application of Sunscreen for Outdoor Activities

Protecting skin from the sun during childhood and adolescence is very important in reducing the risk of skin cancer in adulthood. Please plan accordingly in order to protect your child's skin during end-of-year activities, extended outdoor activities and full-day outdoor field trips. We strongly encourage sunscreen application at home, in the morning before sending them to school. If you would like to have your child wear sunscreen during outdoor activities, you can also send in a FDA approved sunscreen in a labeled bottle with a written note giving permission for them to apply sunscreen to themselves. Students may NOT apply sunscreen to others or give to other students to apply.

If your student is unable to apply the sunscreen themselves, they may be assisted by staff only (not chaperones or other students) with a note from a parent/guardian allowing staff to apply the sunscreen. Please note: Due to allergies and sensitivities, some staff are unable to apply sunscreen.

Dismissal For Illness or Injury During School

All students who are ill or injured must be dismissed through the health office. Students are encouraged to report to the health office any illness or injury that occurred at school. The facilities in school are not designed to take care of ill or injured students for any length of time. Parents/guardians are expected to make arrangements to have their ill or injured child picked up at school.

Food Allergies and Food Intolerances

Food allergies and food intolerant students will only consume foods sent in from home or provided/purchased from HFCSD Nutrition Services. Individual classrooms and common areas frequented by students (libraries, computer labs, etc.) will be deemed an allergy-free area and no student or staff will be allowed to bring in that allergen to be consumed in that classroom/area. This pertains to snacks and celebrations. There is no limit to the food options for non-allergic students for their consumption of lunch in the cafeteria. If you would like to send in some snacks or goodies to be used during parties, etc., please contact your child's teacher about sending in these items.

HFCSD understands the importance of Celebrations such as Holiday Parties, Birthday Parties, and Snacks.

In an effort to create an environment of student safety, the HFCSD has implemented an Allergy Snack Procedure for the entire district while children are in class. [Please click this link for more information, as well as a snack/treat submission form.](#)

NUTRITION SERVICES

School breakfast and lunch are available to all students on a daily basis free of charge. Our district participates in the Community Eligibility Program (CEP). The CEP allows our schools to provide free breakfast and lunch to all students.

Purchase Of Additional Snacks

There are additional snacks that are available for purchase. To buy a school snack, students/families can:

- Pay cash
- The company TitanK12 handles all of our payments. TitanK12 allows you to pay for your child's snacks, view account balances, schedule automatic payments, receive low balance email reminders and view daily reports of your child's cafeteria purchases. You may set up a free account using your email address. You can download the Titan's mobile app on the District website:
 - Departments & Services
 - School Nutrition Services

Monthly menus are sent home with students at the end of each month for the next month.

Lunches From Home

Please label your child's lunch box or bag with a first and last name and current teacher's name. Lunches are often left on buses or in the cafeteria. If your child leaves a lunch at home, please have it brought to school before the child's regularly scheduled lunch time, if possible.

PARENT/TEACHER/STUDENT ASSOCIATION (PTSA)

Our school has an active PTSA. We encourage you to become actively involved. The PTSA has a web page that you can access from the district website: www.hfcsd.org.

PARKING/PICK-UP/DROP-OFF

Designated areas are provided for visitor parking. Please do not park in areas designated for buses. The areas in front of the building designated for buses must not be used to pick-up or drop-off students from 8:00 – 9:30 a.m. and from 2:30 – 4:00 p.m. Parents must come into the building to pick up children with a photo ID.

Bicycles

Bicycles are not to be ridden to school. The school is not responsible for the protection of a bicycle or its accessories at any time. Skateboards and scooters are prohibited.

PHYSICAL EDUCATION

All students are required to participate in physical education (PE) and be equipped with acceptable footwear while refraining from wearing dangling jewelry in PE class. The PE teacher will specify the guidelines for these points. If a student does not have appropriate equipment they will not be allowed to participate, with a possible reduction in grade.

POLICE INVOLVEMENT IN SEARCHES AND INTERROGATIONS

School principals and staff are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student only if criteria set forth in the District's Code of Conduct are met.

POSSESSIONS OF STUDENTS

Students are required to secure items such as backpacks, briefcases, drawstring backpacks, purses, lunchboxes, pocketbooks, musical instruments, etc. **in their cubbies** and may not be carried during the school day. The school will not be held responsible for recovering or replacing any stolen articles. In the case that a student's personal item such as a cellphone, iPod, or other item is thought to have been used to violate the school's code of conduct, the administration reserves the right to search those items to investigate the incident. Students with specific medical or personal reasons requiring a backpack or other item not normally allowed should see the principal.

PUBLIC CONDUCT ON SCHOOL PROPERTY

School principals and staff are committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. All persons on school property or attending a school function shall be appropriately dressed and required to conduct themselves in a respectful and orderly manner. The Principal or his/her designee shall be responsible for monitoring public conduct. Those who fail to meet reasonable requests will be asked to leave the property.

RESIDENCY

If you move out of the Hudson Falls Central School District, you must enroll your child immediately in the new district. All records will be forwarded to the new school upon

receipt of a request for records. Education law requires children to attend school in the district of residency of the parent(s) or guardian(s).

SCHOOL BUS /TRANSPORTATION

Bus transportation and bus assignments are arranged through the Hudson Falls Central School District Transportation Department. A statement regarding bus pick-up and drop-off locations is mailed prior to the beginning of the school year. Please be aware that our school district does not transport students for birthday parties, sleepovers, play dates, girl/boy scouts, 4H, etc.

Transportation Department: 518-681-4550

Bus Safety

Maintaining safety on the bus is a primary concern of our Transportation Department. Students are to conduct themselves in a manner so that all bus rides will be a positive experience for everyone. Any misbehavior that distracts the driver jeopardizes the safety of all passengers. The Policy on School Conduct and Discipline provides additional information regarding the follow through of conduct on school transportation. It is important that you take some time with your child and review the importance of the following rules:

- Stay in your assigned seat;
- Obey the driver's instruction;
- Use appropriate, polite language;
- Refrain from fighting;
- Refrain from harassing other students;
- Never throw objects about the bus.

Students who do not abide by these rules will be cited on a School Bus Incident Report. This report is sent to the building administrator who will follow the district Policy on School Conduct and Discipline when reviewing the incident.

SPECIAL EDUCATION AND STUDENT SUPPORT SERVICES

The Special Education & Student Support Services Department provides a wide range of services for students in the district, including support services in general education and special education.

Child Study Team

The Child Study Team meets monthly to discuss and make recommendations for students who require additional support.

School Psychologist, Mrs. Ashley Herbst, 518-681-4564

School Social Workers

Social workers provide individual and group counseling and case management services and make recommendations for students' behavior management plans.

Social Worker, Ms. Gina Gaudio, 518-681-4480

Social Worker Associate, Mrs. Lisa Harrington, 518-681-4487

Committee on Special Education

Besides these services, referrals can be made to the Committee on Special Education if a student is suspected of having a disability. The committee arranges for an evaluation of the student's abilities and needs. Based on the evaluation results, the committee decides if the student is eligible to receive special education services and programs.

Director for Special Education, Mrs. Justine Miles; 518-681-4263

Assistant Director for Special Education, Mrs. Lori Johnson; 518-681-4151

CSE Chairperson, Mrs. Vicky Peterson 518-681-4453

STUDENT CONDUCT

Proper school behavior cannot be over-emphasized. Students that provide misinformation and/or refuse to take responsibility for his/her own behavior may be assigned additional consequences. Students that commit violent or illegal infractions may not be afforded verbal warnings. Guidelines outlining the possible consequences resulting due to various infractions are listed below. **Principals and Assistant Principals hold discretionary rights when assigning consequences and will take into account grade level, age and other pertinent information. Additionally, in some cases a Principal may consider initiating a student conduct agreement with the parent and student in lieu of recommending that a Superintendent's hearing be held.**

Primary School Discipline Matrix 2024-25

Tier	Behavior	1st Tier 1 Offense	2nd Tier 1 Offense	3rd and 4th Tier 1 Offense	5th Offense & after
1	<p>Lunch Referral:</p> <ul style="list-style-type: none"> • Throwing food • Peer conflict • Too loud for cafeteria • Disrespect to cafeteria staff <p>Tier 1 lunch offenses will be addressed by administration</p>	Administrator has a conversation with the student about behavior	<p>Administrator has a conversation with the student about behavior</p> <p>Possible Actions</p> <ul style="list-style-type: none"> • Tiger Note sent home with student • Lunch in transition room • Use of social story and reteaching of expectations • Student assists with cafeteria clean up 	<p>Administrator has a conversation with the student about behavior</p> <p>Possible Actions</p> <ul style="list-style-type: none"> • Tiger Note sent home with student • Lunch with adults to model expected behaviors • Use of social story and reteaching of expectations • Student assists with cafeteria clean up 	Move to tier 2
1	<p>Bus Referral:</p> <ul style="list-style-type: none"> • Peer conflict • Not following directions • Unsafe <p>Tier 1 bus offenses will be addressed by administration</p>	Administrator has a conversation with the student about behavior	<p>Administrator has a conversation with the student about behavior</p> <p>Possible Actions</p> <ul style="list-style-type: none"> • Tiger Note sent home with student • Lunch in transition room • Use of social story and reteaching of expectations 	<p>Administrator has a conversation with the student about behavior</p> <p>Possible Actions</p> <ul style="list-style-type: none"> • Tiger Note sent home • Lunch in the transition room • Use of social story and reteaching of expectations • Written apology to bus driver/monitor 	Move to tier 2

1	<p>Classroom:</p> <ul style="list-style-type: none"> Disrespect Not following directions Lie/cheat/sneak Work refusal <p>Tier 1 classroom offenses will be addressed by the classroom teacher</p>	<p>Classroom teacher has a conversation with the student about behavior</p> <p>Possible Actions</p> <ul style="list-style-type: none"> Loss of recess Student reflection Note home Modeling of behaviors 	<p>Classroom teacher has a conversation with the student about behavior</p> <p>Parent contact is made by classroom teacher</p> <p>Possible Actions</p> <ul style="list-style-type: none"> Loss of recess Student reflection Note home Modeling of behaviors 	<p>Classroom teacher has a conversation with the student about behavior</p> <p>Parent contact is made by classroom teacher</p> <p>Possible Actions</p> <ul style="list-style-type: none"> Loss of recess Student reflection Note home Modeling of behaviors 	Move to tier 2
Tier	Behavior	1st Tier 2 offense	2nd Tier 2 offense	3rd and 4th Tier 2 offense	5th+ Offense
2	<p>Lunch Referrals</p> <ul style="list-style-type: none"> Continued Tier 1 behaviors Fighting Physical aggression Spitting Use of profanity Threat to adults or students <p>Tier 2 lunch offenses will be addressed by administration</p>	<p>Administrator has a conversation with the student about behavior</p> <p>Possible Actions</p> <ul style="list-style-type: none"> Student eats lunch in transition room for 2 days Apology letter is written & presented to cafeteria staff or student involved in incident Tiger Note sent home Parent contact 	<p>Administrator has a conversation with the student about behavior</p> <p>Possible Actions</p> <ul style="list-style-type: none"> Student eats lunch in transition room for up to 1 week Meeting with cafeteria staff to discuss behavior will occur between student, teacher and staff Tiger Note sent home Parent contact 	<p>Administrator has a conversation with the student about behavior</p> <p>Possible Actions</p> <ul style="list-style-type: none"> Student eats lunch in transition room for 1 week Meeting with cafeteria staff to discuss behavior will occur between student, teacher and staff Tiger Note sent home Parent contact 	Move to tier 3
2	<p>Bus Referrals</p> <ul style="list-style-type: none"> Continued Tier 1 behaviors Fighting Physical aggression Spitting Use of profanity Threat to adults or students <p>Tier 2 bus offenses will be addressed by administration</p>	<p>Administrator has a conversation with the student about behavior</p> <p>Possible Actions</p> <ul style="list-style-type: none"> Student writes an apology and presents it to the person(s) involved Parent contact Alternate seating 	<p>Administrator has a conversation with the student about behavior</p> <p>Possible Actions</p> <ul style="list-style-type: none"> Adult will accompany student to bus and student will discuss their actions and apologize for behavior choices Parent contact Alternate seating 	<p>Administrator has a conversation with the student about behavior</p> <p>Possible Actions</p> <ul style="list-style-type: none"> Parent contact Student removal from bus for a specific time frame 	Move to tier 3

2	<p>Classroom</p> <ul style="list-style-type: none"> Continued Tier 1 behaviors Stealing Aggressive behavior Extreme peer conflict resolution <p>Tier 2 classroom offenses will be addressed by the classroom teacher, transition room staff and administration</p>	<p>Classroom teacher has a conversation with the student about behavior</p> <p>Classroom teacher completes a behavior referral form for offense and submits to administration</p> <p>Students will visit the transition room for academic or social support</p> <p>Possible Actions</p> <ul style="list-style-type: none"> Tiger Way Reflection Apology given to those involved Support provided by social worker Parent contact to occur from administration as follow up from behavior referral 	<p>Classroom teacher has a conversation with the student about behavior</p> <p>Classroom teacher completes a behavior referral form for offense and submits to administration</p> <p>Students will visit the transition room for academic or social support</p> <p>Possible Actions</p> <ul style="list-style-type: none"> Tiger Way Reflection Apology given to those involved Support provided by social worker Parent contact to occur by administration as follow up from submitted behavior referral 	<p>Classroom teacher has a conversation with the student about behavior</p> <p>Classroom teacher completes a behavior referral form for offense and submits to administration</p> <p>Parent contact is made by classroom teacher</p> <p>Students will visit the transition room for academic or social support</p> <p>Possible Actions</p> <ul style="list-style-type: none"> Tiger Way Reflection Loss of recess Apology given to those involved Support provided by social worker School Resource Officer utilized for discussion as deemed appropriate (ex. stealing) Parent contact to occur by administration as follow up from submitted behavior referral 	Move to tier 3
Tier	Behavior	1st Tier 3 offense		2nd + Tier 3 offense	
3	<p>Lunch Referral</p> <ul style="list-style-type: none"> Continued Tier 1 or Tier 2 behaviors Extreme behaviors <p>Tier 3 lunch offenses will be addressed by administration</p>	<p>Administrator has a conversation with the student about behavior</p> <p>Possible Actions</p> <ul style="list-style-type: none"> Parent contact Parent meeting Alternate lunch arrangements for determined amount of time with modifications made when allowed to return to the lunchroom setting 		<p>Administrator has a conversation with the student about behavior</p> <p>Possible Actions</p> <ul style="list-style-type: none"> Parent contact Parent meeting held with those involved with offenses to determine next steps for student 	

3	<p>Bus Referral</p> <ul style="list-style-type: none"> Continued Tier 1 or Tier 2 behaviors Other extreme behaviors <p>Tier 3 bus offenses will be addressed by administration</p>	<p>Administrator has a conversation with the student about behavior</p> <p>Possible Actions</p> <ul style="list-style-type: none"> Parent contact Parent meeting Alternate bus arrangements for determined amount of time with modifications made when allowed to return to the bus 	<p>Administrator has a conversation with the student about behavior</p> <p>Possible Actions</p> <ul style="list-style-type: none"> Parent contact Parent meeting held with those involved with offenses to determine next steps for student
3	<p>Classroom Referral</p> <ul style="list-style-type: none"> Continued Tier 1 or Tier 2 behaviors Fighting Violent threats toward others Extreme property damage <p>Tier 3 classroom offenses will be addressed by the classroom teacher, transition room staff and administration</p>	<p>Classroom teacher completes a behavior referral form for offense and submits to administration</p> <p>Students will visit the transition room and/or administrator's office for support and follow through</p> <p>Possible Actions</p> <ul style="list-style-type: none"> Conversation regarding behavior Student will be referred to CST by classroom teacher Parent meeting Individual Behavior Plan will be established. Parent contact by building administration 	<p>Classroom teacher completes a behavior referral form for offense and submits to administration</p> <p>Students will visit the transition room and/or administrator's office for support and follow through</p> <p>Possible Actions</p> <ul style="list-style-type: none"> Conversation regarding behavior Parent contact by building administration Parent meeting held with those involved with offenses to modify behavior plan and determine next steps

AUDIO/VIDEO RECORDING ON SCHOOL PROPERTY

There will be no audio/video recording of parent-teacher-administrator or student conferences, any meetings between a parent or student and teacher or administrators, or classroom and other school activities unless pre-approved by the teacher or administrator involved. However, this shall not preclude any statutory right to audio/video record public meetings at the school district, a meeting of the Committee on Special Education by the parent involved, or activities required by the student's individualized education program.

VISITORS TO THE SCHOOL

Parents and other district citizens are encouraged to visit the school when appointments have been made with specific staff members. Since schools are a place of work and learning, however, certain limits must be set for such visits. As part of this, we ask that teacher meetings and other appointments be scheduled before or after school hours if possible. The Principal or his/her designee is responsible for all persons in the building and on the grounds.

PUBLIC NOTICE OF NON-DISCRIMINATION IN CURRICULAR AND EXTRACURRICULAR ACTIVITIES

No student shall be denied membership or participation, on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex in any program or activity which is included in a school program of curricular or extracurricular activities, provided that:

1. In the case of students with disabilities, such activity shall be appropriate to a student's special educational needs as identified by the Committee on Special Education.
2. Male and female participation in extracurricular and athletic activities shall be in accordance with the provisions set forth by law.

PUBLIC NOTICE OF USE OF VIDEO SURVEILLANCE

For the security and safety of our students, staff and visitors, this facility employs camera surveillance equipment for security purposes on school grounds and in school buses. This equipment may or may not be monitored at any time.

PUBLIC NOTICE ON INSPECTING STUDENT RECORDS

Parents and eligible students have the following rights under the Family Educational Rights and Privacy Act: (FERPA):

1. The right to inspect and review the student's educational records.
2. The right to exercise a limited control over other people's access to the student's educational record.
3. The right to seek to correct the student's educational records in a hearing if necessary.
4. The right to report violations of FERPA rights.
5. The right to be informed about FERPA rights.

All rights and protections given to parents under FERPA and this policy transfer to the student when the student reaches age 18 or enrolls in a post-secondary school. The student then becomes an eligible student.

PUBLIC NOTICE ON SEARCHES BY LAW ENFORCEMENT CANINES

For the security and safety of our students, staff and visitors, this facility allows searches by law enforcement canines. School staff will cooperate fully with law enforcement officials as long as the criteria in the Code of Conduct are met.

PUBLIC NOTICE ON SEXUAL HARASSMENT

Sexual harassment is a violation of law and stands in direct opposition to District policy. Therefore, the District prohibits all forms of sexual harassment. Sexual harassment is defined as unwelcome sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature.

Any student who believes that he/she has been subjected to sexual harassment shall report all incidents of such conduct to the Title IX compliance officer or his/her designee (or any administrator) through informal and/or formal complaint procedures developed by the school. All such reports will be held in strictest confidence.

PUBLIC NOTIFICATION OF DIGNITY ACT COORDINATOR/S

Dignity for All Students Act Coordinators (DACs)

April Struwing

518-681-4450

Dr. Susan Bishop

518-681-4450

HFCSD Chromebook User Guidelines and Acceptable Use Policy

Student Account Grades K-5

Hudson Falls Central School District, Hudson Falls, NY 12839

HFCSD is pleased to offer our students individual access to Chromebooks in grades 1-5 for school day use only. They are provided to enhance, enrich and facilitate teaching and deeper learning. Chromebooks are to be used for school related use, curriculum support, research, communications and other instructional purposes. We believe the advantages to having access to digital resources far outweigh any disadvantages to not providing access to technology in the school environment. To that end, students and staff have participated in appropriate trainings and use Positive Behavior Intervention Strategies to help facilitate the use of technology in the classroom. Additionally, filtering is in place to both monitor and ensure student online safety when accessing information from the Internet.

The following guidelines are provided to help manage the use of this equipment. These guidelines apply to Chromebooks owned by HFCSD.

1. Chromebooks used by school district students remain the legal property of HFCSD.
2. Before a Chromebook is issued, the student and parent must sign the HFCSD Chromebook User Agreement, as well as the HFCSD Acceptable Use Policy.

Safe Care and Use

Teachers and lab assistants will work with your child to establish responsible and safe habits around the care of their device. Students will also participate in lessons around digital citizenship and how to be safe, responsible, respectful and positive online.

HFCSD Chromebook User Agreement And Acceptable Use Policy

- I will never leave my Chromebook unattended or in an unsecured or unsupervised location
- I will not loan my Chromebook or share my login information with others
- I will be responsible for charging my Chromebook
- I will use my Chromebook for educational purposes only
- I will be responsible in letting an adult know if my Chromebook is damaged
- I understand that being a digital citizen means posting in a positive and respectful manner
- I understand that the use of the Internet as part of my educational program is a privilege, not a right, and inappropriate use will result in removal of these privileges

This application indicates that you agree and will follow the guidelines and regulations for Internet access and use of your Chromebook.

Student Name: _____

Student Signature: _____

Parent/Guardian Signature: _____ Date: _____

School: _____ Grade: _____

Handbook Acknowledgement / Field Trip Permission / Media Option:
2024-2025

Please read all three parts and sign before returning it to your child's teacher

Student's Name _____

Teacher _____

Part 1: Acknowledge Understanding of Handbooks: We have read and reviewed the information in this Handbook.

(Parent/Guardian signature)

(Student Signature)

Part 2: Field Trip Permission, 2024 - 2025: *Please check one of the following ...*

- I give permission for my child to attend field trips planned by his/her teacher during the school year. I understand that I will be informed of trips prior to the date they are taken. (If your child takes medication in school: I also give permission for my child's teacher to carry my child's medication and administer as prescribed.)

- I **do not** give permission for my child to attend field trips planned by his/her teacher during the school year. I understand that my child will remain **in school** with another teacher and/or class while trips are taken.

(Parent/Guardian signature)

Part 3: Media Permission Option Form, 2024-2025: *Please read thoroughly:*

Classroom activities and school events are sometimes photographed and/or recorded for use on district social media and/or website.

- I allow my child to be photographed/recorded.**

- I DO NOT wish to have my child photographed/recorded.**

HFCSD is not responsible for news and print media coverage of events and photographs.

Student's Name _____

Teacher _____ School _____ Grade _____

(Parent/Guardian signature)

Please return to your student's teacher by September 13th.