



OLEAN

CITY SCHOOL DISTRICT

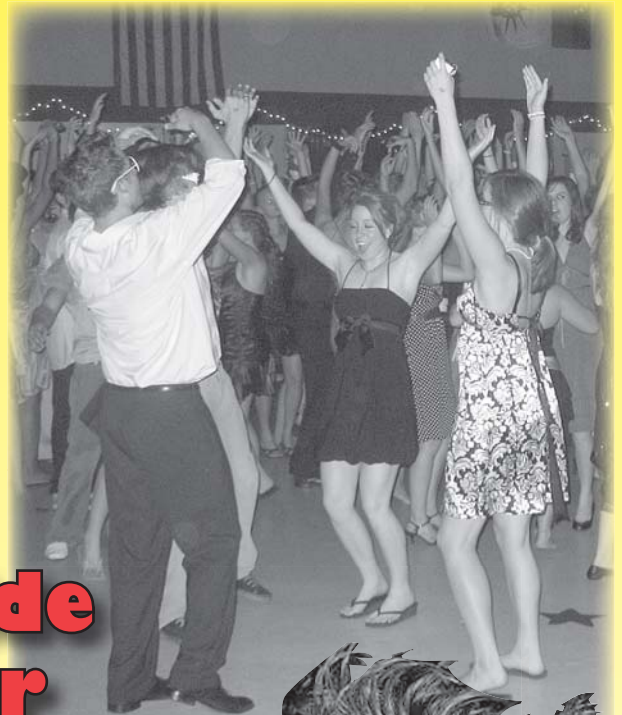
"Home, School and Community Educating for Life"

October-November 2007

Volume 4, Issue 2



*Read all
about
it on
page 6.*



Husky pride shines for Homecoming 2007



Meeting the challenge of building a new future

By Mark J. Ward, Superintendent

The Olean City School District is undertaking a major "capital project" designed to modernize facilities, address needed improvements and build additional space to accommodate all elementary students in three buildings. Over the past two years, we explored many different ideas that eventually produced "12 options" that the Board investigated. In the end, the Board adopted a plan that is educationally sound, affordable to our community and one that takes full advantage of state aid funding, which lowers the local cost.

There really is no perfect option because all of the proposals had their advantages and disadvantages based on factors such as cost, location, scope of work, aidability, community input, and what is educationally sound. The concept of building an entirely new school was researched carefully, but in the end, the building would have received less than 45% state aid, leaving the local taxpayers with the balance. The project we are presenting will receive 89%-91.5% state funding and that translates into millions of dollars in savings for local taxpayers.

There will be several public meetings and we will be offering presentations to various groups and organizations throughout the community in an effort to "reach out" and explain the project.

I encourage you to take a few minutes of your time to read over four (4) fundamental questions that are often asked. We will be providing more information, but if there are additional questions, I encourage you to call my office 375-8018 or e-mail me at mward@olean.wnyric.org

Why?

- The decision to reorganize our elementary schools came out of the Strategic Planning Process (completed during the 2004-05 school year)
- Instructional space needs have changed greatly since our existing school buildings were built
- We are downsizing (rightsizing) due to enrollment numbers and costs
- To create a more efficient and cost effective operation
- Our children deserve these upgrades and improvements
- We are required to address the items identified on our Building Condition Survey (BCS)
- Great financial opportunity - projected to be near 90% aidable!
- Minimal cost to taxpayers
- Buildings are out of date and out of compliance
- Standardize elementary buildings and programs across the district
- We have an opportunity to invest in our children ... it may be the greatest gift a community can give

What?

- New heating, mechanical, electrical and plumbing systems
- Meet ADA requirements for handicapped accessibility
- Safety improvements - fire alarms, security systems
- Larger classrooms designed for 21st century learning
- Provide bathrooms in all PreK-2 classrooms
- Technology upgrades to keep pace with our changing world
- Energy efficient systems and window replacement
- Improve accessibility and parking
- Replace aging classroom equipment
- Upgrades to high school hallways and classrooms
- Emergency generators at all buildings
- New large group instruction room at high school
- Expanded and improved practice facilities for our high school music program
- 10 new classrooms at Washington West
- 10 new classrooms at East View
- Four new rooms and a gym at Boardmanville

How Much?

- The total cost of the project will be between \$49,400,000 and \$52,000,000
- With the passage of a capital project, we will be able to access \$1.87 million additional money from the state EXCEL Aid which will help us with the local share
- 15-year bond
- Estimated Tax Impact for Capital Project: (Based on \$49,394,000)

Average Cost to Taxpayer in the City of Olean (assessed value of property at \$5,500) *

Enhanced STAR (Senior)...	\$ 5 annually
Basic STAR...	\$22 annually
No STAR...	\$41 annually

** Finalized numbers are not available at the time of the printing of this article.*

When?

- Tuesday, December 18
- 7 a.m. – 9 p.m. at the Olean Middle School
- 60% of our voters (Super Majority!) must approve the project due to State Education requirements

"Our Children, Our Dream, Our Future"





Shown above are SAC officers (front, l-r) Kelly Ash and Nicole Burgess and (back, l-r) Sean O'Connell, Megan Kane, Mark Gerwig, Emily Sorokes, Kayt Himes and Jacqi Cheek.

SAC off to a busy start

By Jacqi Cheek

SAC Officers

This year's Student Activities Council (SAC) is eager to accomplish their goals, as well as represent the student body. SAC presidents are Mark Gerwig and Sean O'Connell, vice presidents are Emily Sorokes and Nicole Burgess, secretaries are Megan Kane and Kelly Ash, treasurers are Kayt Himes and Jacqi Cheek. This fall, they are planning new ideas for "Homeless Huskies," as well as generating many new activities for Olean High School.

Homecoming Week

Homecoming was celebrated the week of Sept. 24. Monday started off as Sports Day, Tuesday was Twin Day, Wacky Wednesday, Decade Day, and finally Spirit Day. Annmarie Ventura and Mark Gerwig were crowned Homecoming King and Queen at the assembly. Saturday was a busy day with students assembling floats and getting ready for the dance. The seniors won first place for their float, with juniors second, sophomores third and freshman fourth.

"Homeless Huskies"

Olean High School is holding its 15th annual "Homeless Huskies" night on Nov. 9. The money raised through this event will be donated to the Genesis House, Warming House, Olean Food Pantry, and the Salvation Army. After collecting pledges, the students at OHS will sleep outside on the lawn of the high school in boxes. No food or beverages will be permitted. The overall intent of this event will be to raise money and increase awareness of homelessness. To date, this event has raised \$78,514. Anybody interested in giving a donation, please call 375-8005. We would appreciate any contributions.

Order your Congress 2008 yearbook early!

Capturing high school memories is an enormous responsibility. Students in the Journalism class have undertaken the daunting task of creating a yearbook which covers the entire school year, and they need your help in order to make "Congress 2008" a success! What can OHS families do to assist the staff?

First, place your yearbook order early! Beginning Oct. 10, students will be able to order their yearbooks at OHS. Pre-sale yearbook orders will cost \$65. This includes the 16-page supplement which covers OHS events from March through June, even graduation! The 2007 supplement was deemed a success for "Congress 2007." This year's staff is right on target creating a yearbook which will be memorable for everyone. Unlike previous years, yearbooks will not be available for online ordering this year. All yearbooks must be ordered at school through a yearbook staff member. Students can pay by check made payable to OHS "Congress" or cash. The yearbook staff does not order extra yearbooks due to the cost, so please plan accordingly.

Secondly, the yearbook staff can't be everywhere. When you or your son/daughter attend an OHS activity, whether it is a concert, sporting event, play, or dance, etc., please take pictures! Then, upload your photos on our yearbook site, follow the directions, and you might see your photos in "Congress 2008." Go to images.jostens.com. Our ID number is 1141358, and our password is Husky. The more photos you upload, the greater variety of photos available for the staff to use. Your assistance is really appreciated.

If you have any questions, please feel free to contact Mrs. Skrobacz at OHS, 375-8001, ext. 3352.



Daniel Anger



Amber Benjamin



Heather Billings



Loretta Close



Marlana Finch



Emily Garfield

More teachers, staff welcomed to district

Daniel Anger is the new English teacher at the Olean High School. Daniel obtained his bachelor's of arts degree from Canisius College in May 2007. For the past six summers, he has worked with youth as a counselor and program director at Camp Hickory Hill in Varysburg. Daniel also led two youth service trips to New Orleans to do post-Hurricane Katrina relief work.

Amber Benjamin is the Pre-K teacher at Ivers J. Norton Elementary School. In 2007, she obtained her master's degree from the University of Phoenix. During the 2006-2007 school year, Amber assisted in piloting the Scott Foresman Reading Street curriculum for the Pre-K program. Amber was an Extended School Day Teacher at Ivers J. Norton from October 2006 to June 2007.

Heather Billings joins the Olean Middle School as an English teacher. She graduated from Allegany Central

School in 1996 and obtained her B.A. in Secondary Education (English) from St. Bonaventure University in December 2000 and her M.S.E.D. from St. Bonaventure in December 2004. Prior to joining the district, she taught grades 7, 8, and 12 at Franklinville Central School from 2001- 2007.

Loretta Close joins the district as a reading intervention specialist. Loretta has a master's degree in reading, which she obtained from St. Bonaventure University in 1998. Previously, Loretta worked for the Salamanca City School District from 2002-2007. She is on the board of directors for the Cattaraugus County Council on Alcoholism and Substance Abuse (current vice president).

Paula Fidurko joins the district as a Bridge Program specialist for the Community Schools Program. Paula was a substitute teacher for the Franklinville Central School District from

October 2004 through June 2007. In December 2007, Paula will receive her master's of science in education. In May 2003, she obtained her bachelor of arts in social studies, graduating magna cum laude.

Marlana Finch is the long-term speech pathologist substitute at Boardmanville and Washington West Elementary schools. Marlana graduated from East Tennessee State University with a master's of science in speech language pathology in 2005. She was a speech therapist for Rehabilitation Today Services in Olean from May 2005 to October 2007. Marlana is a member of the American Speech-Language-Hearing Association.

Emily Garfield was hired to teach Spanish at the middle school and high school. In May of 2007, she graduated from St. Bonaventure University with a master's of science education. Em-

(continued on page 5)



Kelly Guntow



Katie Kamp



Kelley Klein



Amy Rowe



Evelyn Sabina



Kristin Schuman



Harry Button



Pamela Crandall



Julie Kane



Debra Ralston



Mary MacDonald



Lynn Mott

More teachers, staff *continued from page 4*

ily has traveled to 12 countries outside the U.S. including Panama, Spain, Japan, and Honduras.

Kelly Gumtow was recently hired as a school counselor at Washington West Elementary School. Kelly received her master's degree in counseling from St. Bonaventure in May of 2003. Previously, Kelly worked at The ReHAbilitation Center as a treatment supervisor where she worked with the MH and MR population. She completed her 300-hour counseling internship and her educational administrative internship with the Olean City School District.

Katie Kamp joins the Olean Middle School staff as a long-term 1:1 substitute teacher. Katie holds a master's of science in education from St. Bonaventure University. She taught at Beacon Light Behavioral Health Systems in Bradford, PA, from 2004-2006.

Kelley Klein joins the East View Elementary School staff as a reading teacher. Kelley will graduate from St. Bonaventure University with a M.S.E.D. in childhood literacy in the spring of 2008. She has been a substitute teacher for the Olean City School District from March 2006 through June 2007.

Amy Rowe joins the district as a reading teacher at Ivers J. Norton Elementary School. She graduated from Walden University in August 2007 with an M.S. in elementary reading and literacy education. Prior to joining the Olean City School District, Ms. Rowe was a Pre-K teacher at Friendship Central School.

Evelyn Sabina is a reading teacher at Washington West Elementary School. In 1996, she graduated from St. Bonaventure University with a master's of science in education degree. Evelyn was a part-time lec-

turer at Buffalo State College and an adjunct instructor at both Jamestown Community College and St. Bonaventure University.

Kristin Schuman is the new speech pathologist at East View Elementary School. She graduated from SUNY Fredonia with a master's of science in speech language pathology in May 2007. Kristin was a long-term speech pathologist substitute for the Olean City School District from April 2007 through September 2007.

Other new employees joining the district include:

Harry Button - custodian/buildings & grounds maintainer at IJN

Pamela Crandall - teacher aide at East View Elementary School

Julie Kane - monitor at Boardmanville Elementary School

Debra Ralston - teacher aide at East View Elementary School

Mary MacDonald - teacher aide at East View Elementary School

Lynn Mott - monitor at Boardmanville Elementary School

Carrie Pearsall - teacher aide at East View Elementary School

Lisa Wetherby - food service helper at the Olean Middle School

Bonnie Zwarich - teacher aide at the Olean High School

The district extends a warm welcome to all of our new employees!



Carrie Pearsall



Lisa Wetherby



Bonnie Zwarich



OHS GUIDANCE News & Notes

College Representatives Visit

The following colleges will have representatives available to speak to prospective students. Students who are interested can obtain a pass from the OHS guidance office. All representatives will be in the second floor conference room, located next to the library.

- SUNY Geneseo, Nov. 6, 11:30 a.m.
- Niagara University, Nov. 6, 1:15 p.m.

Scholarships Now Available

These scholarship applications are now available in the OHS guidance office:

- **Burger King Scholars Program** - due Feb. 16, 2008
- **The AT&T and BBB Science & Technology Scholarship** for those pursuing a career in technology and or science - due Jan. 10, 2008
- **The Business First Award** - due Nov. 15, 2007
- **Cattaraugus County Youth Citizenship Award** - due anytime

Career Horizons at JCC Nov. 15

Career Horizons will be held from 6 to 8 p.m. on Nov. 15 in the College Center at the Cattaraugus County Campus of JCC. The event is free and open to the public.

Professionals from nearly 50 occupations will be available to talk about careers with high school students, their parents, as well as other adults. Those attending will be able to discuss career options, requirements, and outlook with specialists in fields such as business, education, medicine, science, law enforcement, computers, trades, journalism, art, and many more.

For more information, contact Margie Litteer at 376-7528.

Highlights from OHS Homecoming 2007

Throughout the first month of school, students at OHS were involved in numerous activities for the annual Homecoming festivities the week of Sept. 24. The theme for the 2007 Homecoming was "Night in the City."

During the week, many activities were held. On Monday, students wore T-shirts, shorts, or jerseys which represented their favorite sports' teams. The hallways were filled with Buffalo Sabres' and Bills' jerseys. St. Bonaventure and Syracuse universities were also some of the colleges represented.

Monday night the students competed in class competitions held in the OHS gymnasium. Volleyball and ping pong were just two of the activities. The seniors won both events.

On Tuesday, the students dressed as twins. Many students took part in Twin Day and enjoyed the creativity involved in dressing like someone else. The staff also took part in Twin Day wearing black pants and white shirts. Students looked their craziest for "Wacky Wednesday." Asking their parents for advice, many students needed help in creating outfits for Thursday's Decade Day. An overwhelming number of students chose the 1980's as their decade to emulate. The layered look, leggings, and ponytails to the side were all the rage at school.

And on Friday, for the assembly, students wore their school colors – red and gold – to cheer on their Huskies.

If it had been possible, the students at OHS would have raised the auditorium ceiling during their Homecoming 2007

assembly held on Friday. The National Anthem was sung by seniors Allison Brady and Emily Sorokes, and the OHS Alma Mater was sung by the Bel Canto.

Superintendent Mark Ward's advice to the student body for Homecoming 2007: "Have fun, enjoy yourselves, and beat Southwestern!"

The varsity cheerleaders led the classes in the loudest class cheers ever heard in the auditorium. Senior skits, complete with commercials, were very amusing.

And finally, the court was announced: The seniors elected Annmarie Ventura as queen and Mark Gerwig as king. First senior attendant was Emily Sorokes and first senior escort was Chris Frisina. Second senior attendant was Caitlyn Heinz and second escort was Reid Gan.

Junior attendants were Callahan McBride and Aubree Worth. Junior escort was Sean Hennessy. Oriana Young was the sophomore attendant and Michael Liu was the sophomore escort. Freshmen attendants were Krista Strickler and Katelyn Cooney, and the freshman escort



was Alex Curtin.

Students also gathered during the weeks preceding Homecoming to help design, construct, and assemble their class floats. The Class of 2008 took first place honors with their float. In second place were the juniors, followed by the sophomores, and the freshmen class came in fourth place.

The excitement continued to escalate as the OHS Band members began the parade march to Bradner Stadium. The cheerleaders, floats, newest inductees into the OHS Academic Wall of Fame, the Homecoming 2007 committee members and court paraded through downtown Olean.

Homecoming 2007 was deemed a success by everyone.

Senior honorees



Junior honorees



Sophomore honorees



Academic Breakfast honors top students

"You students are really getting it done!" were the opening remarks from Mark Ward, Olean City School District's superintendent, at the 2007 Academic Honors' Breakfast held during the fourth week of school.

"It's all about education. The more you put into it, the more you will get out of your Olean High School education. School comes easy for some; others spend hours – we're all different," Mr. Ward continued, "but what you do here will make a difference, a big difference later on."

"You will find out that the higher degree of education you achieve, the more money you will make; however, it isn't just the financial aspect that will bring you happiness," Mr. Ward said. "I know we have graduated students who have become lawyers, doctors, teachers, and more. You are the leaders of tomorrow!"

"You have tremendous support from your teachers, administration, and your families. It is your intelligence and desire to make this a better world for everyone. I wish you much luck!" Mr. Ward concluded.

Sophomores who had attained an average of 90% or higher at the end of the 2007 school year were awarded an OHS academic letter. Juniors whose averages were 90% or higher received a bar pin for previously awarded academic letters, and the seniors who maintained averages of 90% or higher for the past three years received a lamp pin for their academic letters.

Mrs. Barb Lias, OHS principal, awarded the letters and pins to the students. Her words of encouragement to the academic honorees stressed the importance that the students continually working diligently in the classroom in order to achieve their goals.

OHS parents hustle to class at Open House

By Eileen Keenan-Skrobacz

Olean High School parents took their children's places in the classrooms during Open House on Monday, Sept. 17. During a brief opening assembly, OHS principal Mrs. Barb Lias, introduced new staff members and asked parents to walk in their children's shoes for the next eight periods. The guidance counselors gave the parents their son's or daughter's schedules, and the first period bell rang! The parents were off on an adventure which was so familiar years ago! Many parents were heard to say that they remembered climbing the stairs from the basement to the third floor, although now they were even more exhausted!

Teachers throughout the building had prepared notes, handouts, and brochures for the parents. Some even had brain teasers to demonstrate to parents how necessary it is to have their children think outside the box.

At the end of each period, parents gathered the materials from the teachers and headed to computers, music, art, English, foreign language, math and many more classes in order to have a few minutes to see their son's or daughter's school day.

Pesticide use notification

During the school year, it may be necessary for maintenance staff to use pesticides on school grounds to meet pest management goals. Any individual interested in registering to receive a written notification 48 hours prior to pesticide application, please contact Olean City Schools for an application form. If you have any questions about the integrated pest management program or pesticide use, contact David Fidurko, Superintendent of Building and Grounds.



Violinists play at opening of child center

The high school orchestra's first violin players, (l-r) Oriana Young, Samantha Armstrong, Rachel Pfeiffer, Brady Gaynor and Callahan McBride, shared music at the opening ceremony for Olean General Hospital's new "Child Advocacy Center" on Sept. 25. The center is a multi-disciplinary program responding to reports of physical abuse for children.

District announces state review

The New York State Education Department (NYSED) Office of Vocational and Educational Services for Individuals with Disabilities (VESID) has initiated a Special Education Quality Assurance Review in the Olean City School District during the 2007-2008 school year. The purpose of this IDEA Effective Instructional Practices Focused Review is to assess the district's compliance with selected federal and state laws and regulations governing the education of students with disabilities as well as its ability to meet key performance indicators identified by NYSED.

The review will be conducted by

VESID's Special Education Quality Assurance office and staff from the Special Education Training and Resource Center (SETRC) and will include representatives from the school district. The review will involve an examination of school records of selected students with disabilities, classroom visitations and staff interviews. In addition, several meetings of the Committee on Special Education will be observed. Further information may be obtained by contacting VESID's Special Education Quality Assurance office in your region and/or by contacting your school district.

FBI to give eye-opening Internet safety presentations in November

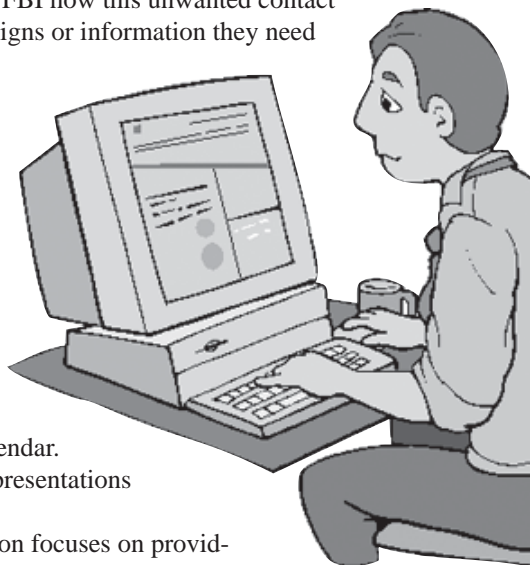
You've heard about it on the news or read about it in the newspapers ... a teenager "runs away" to meet that special someone they met in an Internet chat room. Later you hear that the young teen's special someone is a predator. You begin to wonder ... how could this happen and how could a parent (any parent) not know that this is happening to their child? In their home? On their computer?

The staff and parents of students in the Olean City School District will have a unique opportunity to hear and learn from the FBI how this unwanted contact happens, and more importantly, what signs or information they need to look for on the family computer.

FBI Special Agent Brent Isaacson will be presenting this information to Olean's staff on Nov. 9 as part of their Professional Development Day. **Parent are also invited and urged to attend a second presentation by the Agent Isaacson on Nov. 26 in the middle school cafeteria.** Agent Isaacson's presentation will begin at 6 p.m. Following the presentation, a light dinner will be available to all that attend. Clear that date on your calendar. It could be one of the most important presentations you attend for the safety of your child.

The FBI's Internet safety presentation focuses on providing parents and teachers with a clear understanding of the threat online sexual predators pose to children and ways to protect our children. The behavior of such predators is discussed in detail, including how they approach and groom their child victims, how they take advantage of today's technology to reach child victims, and how they avoid detection. To help parents and teachers better protect their children, the FBI provides information on today's most used internet systems in child victimization, including instant messaging, peer-to-peer file sharing systems, and personal web pages. To illustrate the threat is real and local; the presentation also provides detailed discussions of several actual and recent cases from western New York investigated by the FBI.

Brent Isaacson has been a special agent of the FBI for 11 years, having served in Washington, DC, and in Western New York, during which time he has investigated violent crime, computer crime, public corruption, white collar crime, and child exploitation matters. SA Isaacson is a coordinator within the FBI's Buffalo Division for the National Center for the Analysis of Violent Crime. He also serves as a member of the SWAT team and the Hazardous Materials Response Team for the FBI's Buffalo Division.



In the ...

By Kathy Welch

Each month, faculty and staff are asked to nominate any student who demonstrates positive qualities at Olean High School. The criteria includes (but is not limited to):

- Student was seen doing a good deed or act of kindness.
- Student succeeds in the classroom despite adversity.
- Student is an exceptionally hard worker.
- Student succeeds in the classroom despite low ability.
- Perfect attendance.
- Student has shown improvement in attitude & school-work.
- Student has demonstrated honesty/integrity.
- Student has a positive attitude.
- Student demonstrates teamwork skills in the classroom or sports.
- Student shows a genuine caring for others.

Nominated students are honored at a monthly luncheon, catered by the cafeteria, with the nominators and administration in attendance. The students are given a certificate for their accomplishment and their picture is displayed on a bulletin board for the entire month. Their picture is also shown on the morning announcements the next day naming their nominator and why they were selected.

The intention of the program is to recognize those students who may otherwise not be recognized in an obvious way. This continues with the support of all the faculty and staff at OHS. The following students are the **October 2007 Spotlight Students of the Month:** *Samantha Ensell, Aaron Langdon, Brad Nenno, Steve Sprague, Desmond White, Callahan McBride, Samantha Armstrong, Rachel Pfeiffer, Oriana Young, Brady Gaynor, Sapphire Black and Lacey Pearl.*

STAR Property Tax Application Help

The Olean Middle School will be open on

Nov. 14 from 4-6 p.m. and Nov. 17 from 9 a.m. to Noon

for all property owners who do not have Internet access, or would like assistance in completing their STAR application.

The Olean City School District Tax Code is 462.

... **Student
Spotlight**



Athletic Department News

Prudential Global Volunteer Days

Whether student-athletes are on the field, in the classroom, or performing community service acts, someone is always watching. The recipients at the Olean Food Pantry were watching with grateful eyes as the student-athletes helped to deliver a truck filled with goods to stock the relocated food pantry.

Participating in the Coaches' and Captains' Prudential Global Volunteer Days were the captains from the Olean High School varsity football, girls' and boys' soccer, swimming and diving, volleyball, tennis, and cheerleading teams were on hand to collect canned goods from their classmates, teachers, and families throughout the Olean School District.

Student athletes who participated also presented announcements at the high school, made posters, and created flyers which were distributed throughout the district to notify everyone about the can drive. The goods collected were then taken to the Olean Food Pantry for distribution. Girls' Volleyball captain, Nicole Burgess said, "I thought the can drive was really worthwhile because when we went to the Olean Food Pantry, everyone was extremely appreciative of our efforts."

Senior swim team member Beth LeRoy and her friend Ashley Bly sat outside the auditorium and collected cans during the week.

Girls win Olean Soccer Tournament

The OHS Girls' varsity soccer team celebrates their first-place victory in the Olean Soccer Tournament. The Huskies defeated the Portville Central Panthers and Jamestown High School Red Raiders on their way to victory.

NYS Good Sports winners, again!

The NYSPH-SAA honored Ossining High School (Section I), Honeoye Falls Lima High School (Section V), and OLEAN HIGH SCHOOL (Section VI) as the 2006-07 New York Good Sports awards winners. Athletic Administrators from each of the three winning schools were presented a New York Good Sports Achievement banner at the

annual Hall of Fame banquet this past August as the top NYSPHSAA schools promoting sportsmanship in their communities and schools.

"It's our goal for all of our member schools to make sportsmanship a top priority, however Olean, Ossining, and Honeoye Falls-Lima high schools focused a great deal of attention to sportsmanship last year and deserve to be rewarded for the hard work and commitment to a very important aspect of high school athletics," said Lloyd Mott, NYSPHSAA Assistant Director and administrator of the New York Good Sports Program.

This is the second year in a row that OHS has received this award. The award is presented annually to schools which have developed proactive approaches in keeping sportsmanship in the forefront with their students, coaches, spectators, and communities. The New York Good Sports program is co-sponsored by Pupil Benefits, Inc.



Reading First program shows great gains

By Lynn Corder,
Director of Personnel/Reading
First Coordinator

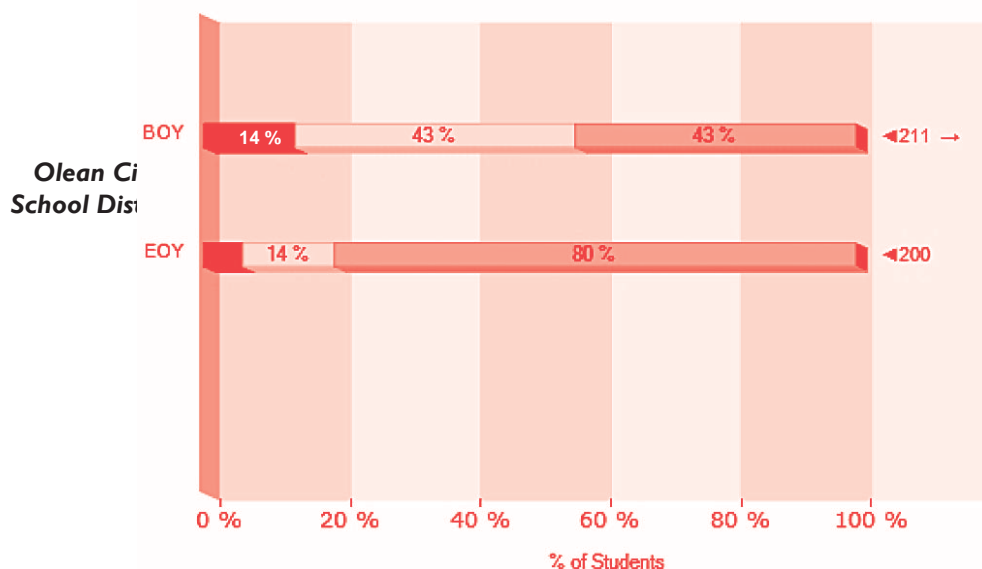
With a year of Reading First now behind us, we are able to view the difference this program is affording the children of our district. All kindergarten through third-grade classrooms in the district are focused on reading and the results are demonstrating the hard work is worth the effort. The graph at right compares Kindergarten BOY (beginning of the year) vs. EOY (end of the year) for the 2006-07 school year, our first as a Reading First district. Pink on the scale designates "benchmark" level readers which are children on or above grade level expectations. White indicates "strategic" readers who may be on the verge of gaining the necessary skills, and red indicates "Intensive" level readers who are deficient in skills and must receive additional support each day. The purpose of the grant once again is to have at least 80% of the children at benchmark and less than 5% Intensive by the end of the three years of Reading First implementation. As you can see, kindergarten made huge gains in year one. The district is also working with pre-kindergarten programs in the district, at YMCA and Head Start to implement early reading strategies in an effort to expose children to language as early as possible.

The next graph compares first-grade data for BOY (2006) vs. BOY (2007). You can see that there has been a 30% gain in benchmark level readers from just a year ago. The future is certainly bright when you look at the data and the improvement we are seeing in our classrooms.

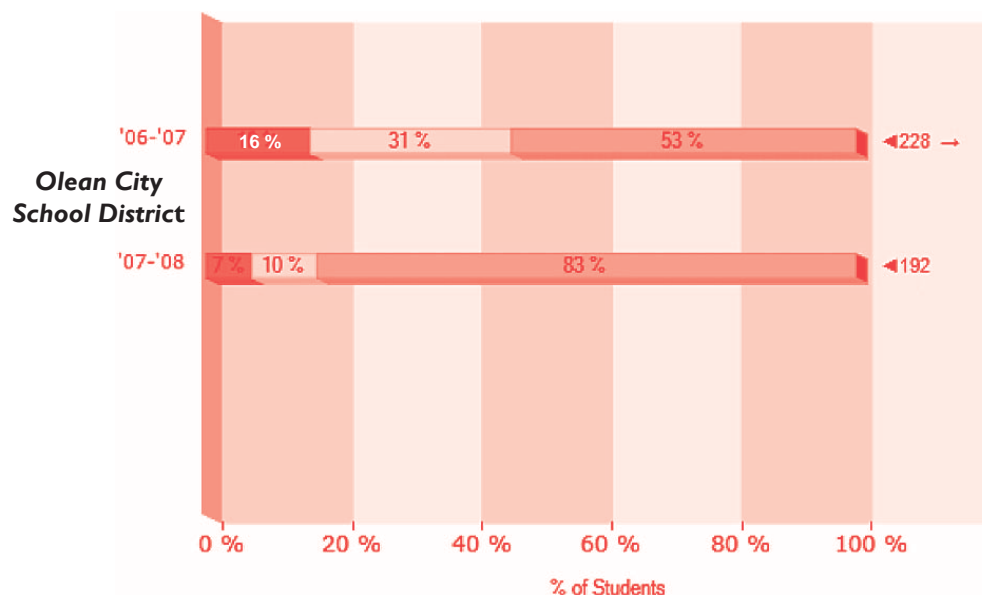
The data at second and third grade is also demonstrating gains, but not as significant as kindergarten and first. This is something we expected in that we previously had no tools to assess reading skills as have been put into place with Reading First. All of our grade levels across the district have exceeded Reading First goals for our Western New York Region. This is in no small way due to the hard work of many throughout the school community. Teachers, reading coaches, principals, teacher aides, and many classroom volunteers have worked tirelessly to make this program the success that it is.

This year, we have instituted an

**Kindergarten BOY (Beginning of Year)
vs. EOY (End of Year) 2006/07**



**First Grade BOY (Beginning of Year 2006)
vs. BOY (Beginning of Year 2007)**



"Across Grade Level Intervention" period which is delivered in all schools. It is a time where the entire grade level is scheduled for 30 minutes together to focus on all children's needs whether they are an "intensive, strategic, or benchmark" readers. The purpose behind this time will be to meet all needs by offering everything from intensive help to "learn to read" to accelerated materials for children who "read to learn."

By now, most of you have received a communication from your Reading First building coach. I encourage you to learn more about Reading First by discussing it with your child's classroom teacher at parent conferences in November, or contact the principal or reading coach. This program truly is a success and shall afford our children with the most precious gift of their lifetime; The ability to READ!

Thanks for all you do!

M.S. MODIFIED SPORTS UPDATE

Boys' Modified Winter Sports

The boys' modified winter sports season began on Nov. 1 with the modified wrestling team kicking off their 2007 season. The modified wrestlers will again be under the direction of Mr. Jeff Gabler. Their season runs until winter break. The modified wrestling program had a successful season in 2006 and looks forward to building upon last season's success.

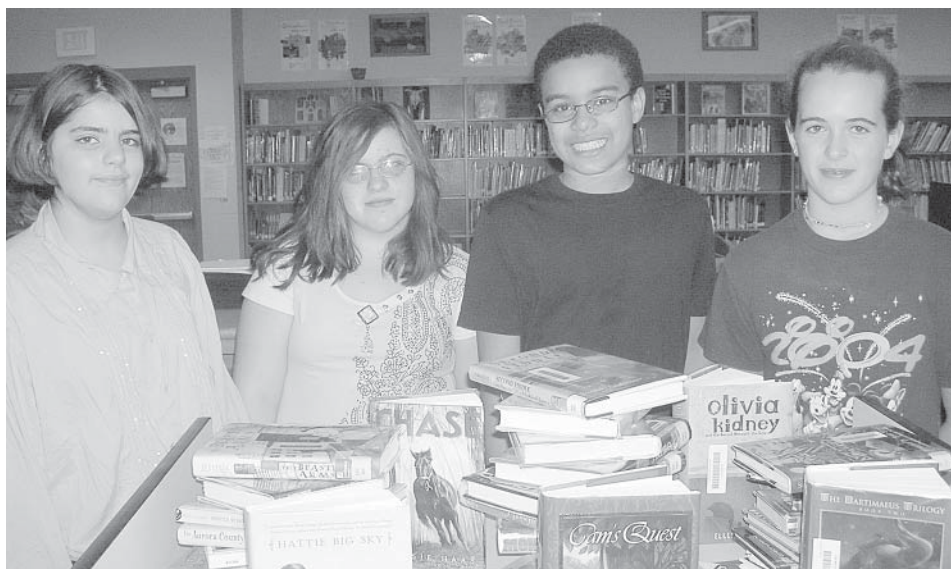
Following winter recess, the modified boys' basketball season gets under way. The season runs from Jan. 2 until the end of February. The boys' modified winter sports season is split to encourage athletes to participate in both sports.

Boys' Modified Football

By Coach Ryan Nawrot

The Olean Huskies modified football program would like to welcome Les DeGolier to the coaching staff. Coach DeGolier is and has been a great contributor to the Huskies Football program.

We had several students who started the football season before it officially began. Players participated in pre-season training on a volunteer basis, and this commitment helped contribute to our success. The way the team came together could be very promising for future seasons. These football players fought through both personal and team issues, and proved to be a great squad of boys on the field and off. Our goals at the modified level are to involve as many players as possible, actively participate, and have fun. We run a similar system to that of the JV and varsity football teams, making it a smooth transition from modified to JV to the varsity level. The sooner we get these boys playing together, the better off our football program will be at Olean!



Pictured (l-r) are middle school readers Tracy McIntyre, Danielle Miller, Milton Cook and Ashley Mulryan.

Accelerated Readers take on challenge at OMS

Each month, the middle school library offers prizes to any student who reads three books and passes the Accelerated Reader test for each. At the end of the school year, prizes are awarded to the students who have read the most books and/or accumulated the most points. Last year, Milton Cook, then a sixth-grader, claimed the top prize which was a gift certificate to Season's Bookstore. He read 96 books and passed the tests on all of them for a total of 784.7 points. Milton looks to be

the one to catch again this year. However, other returning top prize winners from last year include Tracy McIntyre, Ashley Mulryan and Danielle Miller, all avid readers who can keep the contest competitive. Of course, it is yet to be determined who the enthusiastic contenders of the new sixth-grade crop will be. The first prizes for this school year will be awarded at the end of October. Thank you to Burger King and Pizza Hut for providing monthly prizes in the past.



OMS perfect attendance winner

Congratulations to Olean Middle School's most recent Perfect Attendance winner, Kristi Lewis being presented her award by Principal Gerald Trietley. Students with perfect attendance are entered into a drawing for a \$50 cash prize every five weeks.

OASIS 21 offers enriching after-school fun

OASIS 21 provides a safe environment after school with academic support and exposes students to a wide variety of enriching activities. Our goal is for the parents and guardians to see improvements in academics, behavior, and social skills. Every day, OASIS provides students with a constructive, accommodating atmosphere and academic assistance with certified teachers, as well as dozens of activities that challenge and enrich student learning. Visit OASIS online at www.oleanschools.org, located under the Community Schools link.

On Oct. 18, students celebrated “Lights On Afterschool.” The program is a nationwide celebration to call attention to the importance of afterschool programs for America’s children, families and communities. Afterschool programs keep kids safe, help working families and inspire learning. They provide opportunities to help young people develop academically and socially. This year’s theme was Halloween Fun. Students dressed in costumes, competed in competitions, painted pumpkins and danced the afternoon away. Students and their families were treated to homemade pizza and cupcakes prepared by our babysitting and cooking clubs. It was a great way to celebrate the OASIS afterschool experience with more than

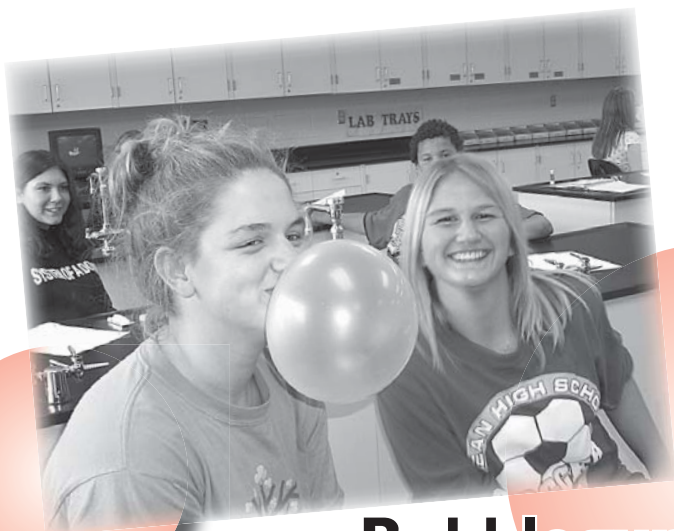


OASIS students who utilized their spending power shopping for Halloween supplies.

7,500 communities and approximately one million other Americans.

In preparation for the “Lights On” celebration, students participating in “Too Good to be True” utilized their new spending knowledge to shop for supplies. For

several weeks, students have been learning about unit pricing and the value of money. Students tested pens, stain remover, cereal, and other products in order to make wise and educated decisions in how they spend their (and your) money.



Bubblegum experiment

By Mrs. Samuelson

Mrs. Samuelson’s Purple Team science students used the scientific method and engineering design as they problem solved to test variables related to bubble gum. As the students engaged in bubble blowing, they determined the effect of the independent variable on the dependent variable, for example, the gum type determines the bubble size.



Middle-schoolers earn incentives

Ms. Dexter's seventh-grade English students (*shown above*) - Alina Matya, Hunter White Eagle and Quwhyn Nobles - display the incentive awards for being the first to complete their autobiographies. Sponsors shown are A&J Sub Shop, 501 Café and Pizzeria, and Applebee's.

Health classes ask the question: 'Where is your home computer?'

Computer safety skills were discussed this month in Mr. Shoup's middle school health classes. During the two-day discussion using the I-Safe Program, students discussed safety skills and watched two episodes of adolescents using the Internet to meet individuals they did not personally know. Discussion took place on the consequences of meeting online and the importance of not giving out personal information, which the class called cyber safety.

In class, Mr. Shoup had the students complete a survey on internet usage. The following are some important results parents should know.

Why do you go on-line?

- Most common response was to play games, communicate with existing friends and to do homework.
- Sixteen students used the Internet to make friends, which could be a dangerous situation.

Would you chat with someone older who has similar interests?

- Eleven students said they would chat with someone in their 20s.
- Seven students answered that they would chat with people in their 30s.

How do you determine the age of people online?

- Thirty-five students said that you can tell a person's age from things they say.
- Twenty-two said that they just stick to teen areas when online.
- Seventeen students said they rely on the age people tell them online.
- Six students answered that age did not matter.

Do you "personally know" (from the real world) everyone on your buddy list?

- Thirty students answered no.

Do you know of any friends with on-line relationships that they keep secret?

- Fifteen students answered yes.

These are good reasons why parents should monitor what their child is doing on the computer. Parents beware! For more information on internet safety go to: www.isafe.org.

Peer-to-peer tutoring

Does peer tutoring work? Absolutely! Last month, Ms. Dunbar's eighth-grade math classes paired up with Mrs. O'Dea's seventh-grade math classes to assist in teaching how to use a scientific calculator. New York state mandates that all seventh- and eighth-graders be able to use a scientific calculator. Growing accustomed to this calculator can be overwhelming, but having a partner who can help guide you through various problems can make the job more enjoyable!



Students explore careers with Future Focus

In early October, the Olean Middle School eighth-grade class visited the BOCES Career and Technical Education Center at Olean for the annual "Future Focus" program. The program is designed to give students a chance to explore various careers by visiting three vocational classes of their choice.

BOCES principal Steve Dieteman, counselor Paula Swier and career services specialist Jack Dalton talked to the students about gaining key job skills and combining them with a good work ethic to pave the way for their future success. They explained that math, science and English language arts are incorporated into the curriculum of each Career Tech class. Mrs. Swier said most Career Tech students go on to college, but those who don't have gained valuable hands-on experience.

With 15 different programs to choose from, students were busy trying their hand at a variety of activities including operating a backhoe, practicing arrest procedures, manipulating photographs using computer software, using a stethoscope to measure blood pressure and operating a camera to create a short film. The activities were both fun and educational,

and gave students a flavor of the different classes available at BOCES.

Students were able to choose from the following programs: Animal Science; Automotive Body Technology; Automotive Technology; Building Technology; Computer Systems Technology; Cosmetology; Criminal Justice; Culinary Arts; Drafting/CAD; Media Communications

Technology; Medical Assisting; New Vision Health Professions; Natural Resources; Radio/Television Production; and Welding/Metal Fabrication.

Students can choose to enroll in Career Tech classes when they enter their junior year in high school. Most classes are two years in duration so students attend throughout their junior and senior years.



Blue Team researches careers

By Mrs. Riker

Middle school students on the Blue Team researched different careers that require a background in science. Our students selected a career and learned what education they would need, tasks they would perform, and what salary they might expect to earn. They presented their chosen career to the class so that all students would learn about numerous career opportunities in the science field. Pictured above are three of our students – Marissa Magro, Sophia Hendrix and Corey Kane- with the posters they created.

Green Team car crash project

Sixth-grade Green Team students are shown below participating in Mr. Bauer's and Mrs. Watson's MST (Math, Science and Technology) car crash project. Students designed and built a model car and then tested their model on a ramp, recording distance traveled. The students worked with their model in various ways throughout the year, experimenting with momentum, cargo weights, and testing to see if they could protect an egg in a simulated crash. Pictured are (l-r) Mackenzie Both, Collin Young, Zachary Pfeiffer and Magan Green.



Olean City School District Code of Conduct

I. INTRODUCTION

The Olean City School District is committed to providing a safe and orderly school environment where students will receive and district personnel will 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 Olean City School District is committed to maintaining high standards of education for students in the schools. Because the district believes that order and discipline are essential to being educated effectively, the district is also committed to creating and maintaining high behavioral standards and expectations. An orderly educational environment requires that everyone in the school community play a role in contributing to an effective environment. It also requires the development and implementation of a code of conduct that clearly defines individual responsibilities, describes acceptable behavior, and provides for appropriate disciplinary options and responses.

All persons are expected to observe the **Code of Conduct** governing behavior in school and at BOCES. The code is also enforced at or during school-related functions, field trips, sporting events, aboard transportation (school buses, rented buses), dances and athletic contests both at Olean Schools, opponent's schools and other venues.

The district believes that order and discipline must be a shared responsibility among school, home and community. This **Code of Conduct** was developed in collaboration with student, teacher, administrator and parent representation, school safety personnel and other board-approved school personnel.

II. STUDENTS' RIGHTS AND RESPONSIBILITIES

A. Students Rights

The Olean City School District students have all the rights afforded them by federal and state constitutions, statutes and regulations. The school reminds students that certain responsibilities accompany these rights.

Each student will:

1. Take part in all district activities on an equal basis regardless of race, sex, sexual orientation, religion, national origin, or disability;
2. Have school rules and conditions available for review and, when necessary, explanation by school personnel;
3. Have the opportunity to present his/her version of the facts and circumstances leading to imposition of disciplinary sanctions to the professional staff member imposing such sanction;
4. Be guided by a discipline policy that is fairly and consistently implemented.

B. Students Responsibilities

Each student will:

1. Accept responsibility for his/her actions;
2. Contribute to maintaining a safe and orderly school environment that is conducive to learning and show respect to other persons and to property;
3. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct;
4. Attend school every day unless legally excused and be in class, on time, and prepared to learn;
5. Work to the best of ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible;
6. Work to develop mechanisms to control his/her anger;
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. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship;
11. Respect the rights of others, including his/her right to secure an education in an environment that is orderly and disciplined;
12. Recognize that teachers assume the role of a surrogate parent in matters of behavior and discipline when at school, as well as during any school-sponsored activities;
13. Contribute toward establishing and maintaining atmospheres that generate mutual respect and dignity for all.

III. ESSENTIAL PARTNERS

A. Parents

A cooperative relationship between home and school is essential to each student's successful development and achievements. To achieve this wholesome relationship, parents:

1. Recognize that the education of their child(ren) is a joint responsibility of the parent and the school community;
2. Show an enthusiastic and supportive attitude toward school and education, including parent/teacher conferences;
3. Teach their children self-respect, respect for the law, respect for others and for public property;
4. Ensure their children attend school regularly and on time;
5. Insist their children be dressed and groomed in a manner consistent with the student dress code;

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6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment;
7. Know school rules and help their children understand them;
8. Inform school officials of changes in the home situation; address, phone #, and/or any name change
9. Provide a place for study and ensure homework assignments are completed;
10. Inform administration or the authorities of a potentially dangerous plan or activity of which he/she is aware.

The parents should be aware that they are responsible for any financial obligations incurred by their child in school. This includes lost books, damage to property, etc.

B. School Personnel

School personnel play an important role in the education of students. In view of this responsibility, as appropriate, school personnel will:

1. Promote a climate of mutual respect and dignity, which will strengthen each student's positive self-image, and promote positive peer pressure and positive social interactions.
2. Show genuine sincerity and sensitivity in dealing with the needs and concerns of the students and their families;
3. Teach the common courtesies by precept and example;
4. Treat students in an ethical and responsible manner;
5. Know school policies and rules, and enforce them in a fair and consistent manner;
6. Communicate to students and/or parents:
 - a. course objectives and requirements
 - b. marking/grading procedures
 - c. assignment deadlines
 - d. expectations for students
 - e. classroom discipline plan
7. Communicate regularly with students, parents and other teachers concerning growth and achievement;
8. Plan and conduct a program of instruction that will make learning challenging and stimulating;
9. Utilize classroom routines which contribute to the total instructional program and to the student's development of civic responsibility;
10. Distinguish between minor student misconduct best handled by the teacher and major problems requiring the assistance of the administrator;
11. Handle individual infractions privately and avoid punishing the group for the misbehavior of one or two;
12. Identify changing student behavior patterns and notify appropriate personnel;
13. Send communications home promptly;
14. Report to the Principal or Assistant Principal any student who jeopardizes his/her own safety, the safety of others or of the teacher, or who seriously interferes with the instructional program of the classroom;
15. Serve as a surrogate parent in matters of behavior and discipline in accordance with New York State School Law;
16. Enforce the **Code of Conduct** in all areas of the school;
17. Comply with state educational law regarding corporal punishment and mandated reporting of suspected child abuse;
18. Immediately report and refer violent students to the Principal, Assistant Principal or Superintendent of Schools;
19. Inform administration or the authorities of a potentially dangerous plan or activity of which he/she is aware;
20. Model desirable standards of behavior in compliance with the **Code of Conduct**.

C. Building Administrators

1. Seek to develop a sound and healthful atmosphere of mutual respect;
2. Evaluate the program of instruction in their school to achieve a meaningful educational program;
3. Develop procedures that reduce the likelihood of student misconduct;
4. Provide the opportunity for students and staff to approach the Principal directly to redress grievances;
5. Work with students and staff to formulate school regulations;
6. Work closely with parents/guardians to establish a cooperative relationship between home and school;
7. Utilize all appropriate support staff and community agencies to help parents/guardians and students identify problems and seek solutions;
8. Establish necessary building security;
9. Assume responsibility for the dissemination and enforcement of the **Code of Conduct and Responsibilities** and ensure that all discipline cases referred are resolved promptly;
10. Ensure that students are provided with fair, reasonable, and consistent discipline;
11. Comply with pertinent state laws governing hearings, suspensions, and student rights;
12. Model desirable standards of behavior in compliance with the **Code of Conduct**.

D. District Administrators

As the educational leaders of the school system, the Superintendent of Schools and central administrators will:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning;
2. Reinforce and extend the indicated responsibilities of the Principals and make them applicable to the school system for grades K-12;

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Olean City School District Code of Conduct

3. Recommend to the Board of Education appropriate policy, regulations and actions to achieve optimum conditions for positive learning;
4. Develop and implement an effective **Code of Conduct** supportable by students, parents, staff and community;
5. Work with district administrators in enforcing the **Code of Conduct** and ensuring that all cases are resolved promptly and fairly.

E. Board of Education

As the elected officials in charge of our schools, the Board of Education:

1. Adopts the policies governing the District, including this **Code of Conduct**;
2. Ensures that the **Code of Conduct** is implemented and enforced in a consistent, reasonable, fair and equitable manner;
3. Annually approves the **Code of Conduct** and update it as necessary;
4. Collaborates with students, teachers, administrators, and parent representation, school safety personnel and other school personnel to develop a **Code of Conduct** that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions;
5. Leads by example by conducting Board meetings in a professional, respectful, courteous manner

IV. DEFINITIONS

For the purposes of this **Code of Conduct**, the following definitions apply (according to the current law):

“Disruptive student” is an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

“Parent” is the parent, guardian or person in parental relation to a student.

“Removal” is the act of a teacher in discontinuing the presence of the student in his/her classroom.

“School property” is in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on any school sponsored transportation defined in 142 of the New York State Vehicle and Traffic Law.

“School Function” is any school-sponsored extra-curricular, co-curricular or other event or activity.

“School Personnel” mean all individuals employed by or providing a service to the district.

“Suspension” is the act of a Building Principal (or with consent of the principal the Assistant Principal), Superintendent of Schools, or Board of Education.

“Violent student” is a student under the age of 21 whom:

- Commits an act of violence upon a school employee, or another student, or attempts to do so, while on school property or at a school function.
- Commits an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
- Possesses, displays and threatens while on school property or at a school function, to use a weapon.
- Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function and/or school property.

V. WEAPONS/FIREARMS

A “weapon,” as defined by the NYS Penal Code includes, but is not limited to, any antique firearm, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, dangerous knife, billy club, blackjack, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, pilum ballistic knife, chukka sticks (numchuks), metal knuckle knife, box cutter, sand club, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb with propellant charge less than 4 oz., or other device, instrument, material or substance that can result in physical injury or death.

A “firearm” as defined by federal law is: A) Any weapon (including starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; B) the frame or receiver of any such weapon; C) any firearm muffler or firearm silencer; or D) any destructive device. The term “destructive device” means: any explosive, incendiary, or poison gas- bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or device similar to any of the devices described in the preceding clauses. Students possessing a firearm as defined above will be suspended for one year.

VI. STUDENT DRESS

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents/guardians have the primary responsibility for acceptable student dress and appearance. All district personnel should reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

Students are expected to wear appropriate apparel at school. A student wearing apparel that is disruptive to the

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educational process will be directed to change or remove the disruptive apparel. This could result in the student contacting the parent for a change of clothing.

A student's dress, grooming and appearance, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process;
2. Recognize that extremely brief and revealing garments or clothes in ill-repair, that expose completely bare shoulders, midriff, breasts, chest hairs, private parts, and any part of one-half of the thigh are not appropriate.
3. Ensure that undergarments are appropriately covered with outer clothing;
4. Include footwear at all times;
5. Not include the wearing of head coverings such as hats, bandanas, do-rags, hair picks, and similar items, coats or other outerwear or sunglasses, in the building except for a medical or religious purpose. The administration, at its discretion, may allow the wearing of certain items on designated days;
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;
8. Not include coats, jackets and footwear intended primarily for outdoor use;
9. Not resemble full military fatigues;
10. Not include backpacks after the start of the school day.
11. Not include radios, headphones and/or electronic devices.

Each building principal or his or her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

VII. PROHIBITED STUDENT CONDUCT

The Olean City School District expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own

behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The District recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct, as outlined in the appropriate discipline matrix.

VIII. DISCIPLINARY PENALTIES AND PROCEDURES FOR STUDENTS

A. Penalties

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

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

1. The student's age;
2. The nature of the offense and the circumstances which led to the offense;
3. The student's prior disciplinary record;
4. The effectiveness of other forms of discipline;
5. Information from parents, teachers, and/or others, as appropriate;
6. Other extenuating circumstances;
7. The dangerousness of the act;
8. The student's developmental level and age;
9. Motive and intent, i.e., culpability;
10. The consideration of any mitigating circumstances;
11. Restitution to any aggrieved person, persons or groups, institutions, organizations, etc.;
12. The consideration of victim's rights.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

B. Procedures

The following shall constitute appropriate disciplinary measures authorized by this student **Code of Conduct**:

1. Warnings (oral or written);
2. Removal from the classroom by the teacher
3. Removal from the lunchroom or other school sponsored event
4. Written or oral notification to parent;
5. Probation—in case of athletics or extracurricular activities;
6. After school teacher detentions;

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7. After school administrative detentions;
8. Suspension from transportation;
9. Suspension from athletic participation;
10. Suspension from social or extra curricular activities;
11. Suspension of other privileges;
12. In-school suspension;
13. Short term (five days or less) suspension from school;
14. Suspension for minimum of one calendar year for bringing a firearm to school or school sponsored activity as defined by federal law.
15. Long term (more than five days) suspension from school;
16. Permanent suspension from school.

C. Reasons for Disciplinary Action

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

1. Engage in conduct that is disorderly.

Examples of disorderly conduct include:

- Running in hallways;
- Making unreasonable noise;
- Using language or gestures that are profane, lewd, vulgar or abusive;
- Obstruction of vehicular or pedestrian traffic;
- Engaging in any willful act which disrupts the normal operation of the school community;
- Trespassing - students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building;
- Computer/electronic communications misuse including unauthorized use of computer, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.

2. Engage in conduct that is insubordinate.

Examples of insubordinate conduct include:

- Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect;
- Missing or leaving school without permission;
- Skipping detention.

3. Engage in conduct that is disruptive. Examples of disruptive conduct include:

- Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.

4. Engage in conduct that is violent. Examples of violent conduct include:

- Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so;

- Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so;
 - Possessing a firearm/ weapon; only authorized law enforcement officials are the only persons permitted to have a firearm/weapon in their possession while on school property or at a school function.
 - Displaying what appears to be a firearm/weapon;
 - Threatening to use any firearm/weapon;
 - Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson;
 - Intentionally damaging or destroying school district property (i.e. pulling fire alarm).
5. Engage in any conduct that endangers the safety, moral, health or welfare of others. Examples of such conduct include:
 - Lying to school personnel;
 - Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function;
 - Defamation, which includes making false or unprivileged statements or representation about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them;
 - Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner;
 - Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning;
 - Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm;
 - Hazing, which includes an intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school-sponsored activity, organization, club or team;
 - Selling, using or possessing obscene material;
 - Using vulgar or abusive language, cursing or swearing;
 - Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco;
 - Possessing, consuming, under the influence of any amount, selling, distributing or exchanging alcohol or illegal substances including drug paraphernalia.

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Olean City School District Code of Conduct

Illegal substances include but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as “designer drugs;”

- Inappropriately possessing, using, selling, sharing prescription and over-the-counter drugs;
 - Gambling;
 - Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner;
 - Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
6. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.
7. Engage in any form of academic misconduct. Examples of academic misconduct include:
- Plagiarism;
 - Cheating;
 - Copying;
 - Using an unauthorized electronic device;
 - Altering records;
 - Assisting another student in any of the above actions.
8. Engage in loitering on school property.
9. Engage in unauthorized use of personal entertainment devices-beepers, pagers, roller blades, “heelys” or similar wheeled footwear, skateboards, scooters, chains, and lasers.
10. Cell phones must be concealed and off during school hours.

D. Reporting Code Violations

1. To School District Personnel
Students, teachers and other District personnel are encouraged to report any violation of the **Code of Conduct** to the Assistant Principal or Principal. Teachers and other District personnel are required to immediately report violent students to the Principal, Assistant Principal, or Superintendent of Schools.
2. To Local Law Enforcement Agencies
The administrator in charge will report any acts of violence against persons that constitute a felony or misdemeanor and other violations of the **Code of Conduct** which constitute a felony to the appropriate local law enforcement agency. When necessary, the District will file a complaint in criminal court. The administrator in charge will report any violations of the **Code of Conduct** which constitute a crime to the appropriate law enforcement agency.

3. To Human Services Agencies

When necessary, the District will file a person in need of supervision (PINS) petition in Family Court.

E. Removal of a Student from the Classroom

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

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

A teacher may remove a student for the remainder of the class or a period of time designated by the building principal upon the first event and for up to two days of class or a period of time designated by the building principal upon the second or third event. Upon the occurrence of a fourth event, a Principal’s suspension may occur.

Notwithstanding the above, in light of circumstances that warrant suspension, a Principal’s suspension for substantially disruptive behavior may be implemented in addition to or in lieu of removal of the student from the classroom by the teacher.

Once the teacher determines that the student has been substantially disruptive or substantially interferes with the teacher’s authority over the classroom:

- The teacher must inform the student, privately if possible, (or within 24 hours of removal where the student is unmanageable at the time of initial removal) of the reason(s) for the removal.
- If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with

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an explanation for why he/she is being removed and an opportunity to explain his/her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

- If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he/she was removed from the classroom and give the student a chance to present his/her version of the relevant events within 24 hours.
- The Assistant Principal, Principal, or designee must be notified immediately, via intercom or telephone, by the teacher of the student's removal from the teacher's class. Documentation of the event to follow by the close of the school day.
- Within 24 hours after the student's removal, the Principal or designee must notify the parent in writing that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the Principal or the Principal's designee to discuss the reasons for the removal.
- The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.
- Upon request, the student and his/her parent must be given an opportunity for an informal conference with the Principal or designee to discuss the reasons for removal. If the student denies the charge(s), the Principal or designee must provide an explanation of the basis for the removal and allow the student and/or his/her parent an opportunity to present the student's version of the relevant events within 48 hours of the student's removal. If removal occurs on a Friday or the day before a vacation, the parent/guardian may voluntarily agree to meet the next school day.
- The Principal or the principal's designee may overturn the removal of the student from class if the principal (or designee) finds any one of the following:
 1. The charges against the student are not supported by substantial evidence;
 2. The student's removal is otherwise in violation of law, including the district's **Code of Conduct**;

3. The conduct warrants suspension from school pursuant to Education Law 3214 and a suspension will be imposed.

- The Principal's designee's determination on whether or not to support the teacher's removal of the student shall be made by the close of business on the day succeeding the 48 hour period for the informal Principal's removal conference. The teacher who causes the removal may be required to attend the Principal's conference at the Principal's discretion.
- Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his/her class as previously defined at the beginning of this section. The principal or his/her designee must keep a log of all removals of students from class.
- A student with a disability can be removed from a class as long as the principal or his/her designee safeguards the student's rights under IDEA.

The District shall provide continued educational programming and activities for students who are removed from their classrooms.

An appeal brought by the parent or student over the age of 18 of a Principal's removal decision must be presented to the Superintendent of Schools prior to any further appeal.

F. Student Suspension Process

The Board of Education, District Superintendent, Superintendent of Schools, Building Principal or in his/her absence, the acting Building Principal, may suspend a student from school where it is determined that the student:

- Is insubordinate or disorderly, or exhibits conduct which endangers the safety, morals, health or welfare of others; or
- Exhibits behavior which endangers the health, safety or morals of himself/herself or of other students; or
- Is removed from a classroom for substantially disrupting the educational process interfering with the teacher's authority in the classroom four or more times in one semester.

G. Suspension from School

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 Building Principals.

Any staff member may recommend to the Superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the Superintendent 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

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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 or principal, 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.

Short-term (5 days or less) suspension from school

- When the Superintendent or principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law 3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible notice should also be provided by telephone.
- The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.
- The notice and opportunity for an informal conference shall take place before the student is suspended unless the student’s presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student’s presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.
- After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The

Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent’s decision they must file a written appeal to the Board of Education with the District Clerk within 10 business days of the date of the Superintendent’s decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

Long-term (more than 5 days) suspension from school

- When the Superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student’s parent of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and their right to present witnesses and other evidence on his or her behalf.
- The Superintendent shall personally hear and determine the proceedings or may at his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceedings before him or her. A record of the hearing shall be maintained but no stenographic transcript shall be required.
- A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.
- An appeal of the decision of the Superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within 10 business days of the date of the Superintendent’s decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

2. Permanent Suspension

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

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H. Student Complaints and Grievance Procedures

Individual complaints and grievances shall be handled in accordance with the following guidelines:

- To reach an informal solution to the problem, the student should try to discuss the incident with the appropriate teacher or staff member. Students may appeal to the highest authority in the school building, the Building Principal.
- For resolution of matters where appeal procedures are outlined in the law, such as student suspensions, the legal course of action will be followed.

In the Due Process, the appeal process on any discipline procedure is as follows: the Building Principal, the Superintendent of Schools, the Board of Education, and the Commissioner of Education of the State of New York.

I. PINS Petitions

The District may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 (effective November 1, 2001) who demonstrates that he or she requires supervision and treatment by:

- Being habitually truant and not attending school as required by part one of Article 65 of the Education Law;
- Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school;
- Knowingly and unlawfully possesses marijuana in violation of Penal Law 221.05. A single violation of 221.05 will be a sufficient basis for filing a PINS petition.

J. Juvenile Delinquents and Juvenile Offenders

The Superintendent is required to refer the following students to the appropriate law enforcement agency for a juvenile delinquency proceeding before the Family Court:

- Any student under the age of 16 who is found to have brought a weapon to school, or;
- Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law 1.20(42);
- The Superintendent is required to refer student's age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

IX. ALTERNATIVE INSTRUCTION

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

X. DISCIPLINE OF STUDENTS WITH DISABILITIES

In the event that a student has a known disability or when school officials can be deemed to have known - in

accordance with the law - that a student has a disability, the District will first proceed to conduct a 3214 disciplinary proceeding for any suspension of more than five days. The 3214 disciplinary proceeding will be held in two parts, first to determine the student's guilt or innocence on the charges and the second to determine the penalty.

If guilt is determined, before a penalty may be imposed, the following rules shall apply:

Section 504/Title II ADA Disability

Before discipline may be meted out for a student with a disability or suspected disability founded solely under 504 of the Rehabilitation Act of 1973 (hereinafter "504") Title II of the Americans with Disabilities Act (hereinafter the "ADA"), the 504 multi-disciplinary committee (hereinafter the "504 Committee") must make a determination of whether the conduct underlying the charge(s) was a manifestation of the disability (Nexus).

1. If a Nexus is found between the disability and the conduct underlying the charges, the 3214 proceeding must be discontinued and the matter placed under the jurisdiction of the 504 Committee for any further consideration. The 504 Committee must register a referral and bring about an evaluation of a student with a suspected disability or, if the student is already eligible under 504, it must consider possible program modification and disposition on a non-disciplinary basis.
2. If no Nexus is found yet a disability is indicated or has been identified, discipline may be imposed upon remand to the 3214 hearing officer. A student whose sole disabilities are found under 504 and for whom no Nexus is found shall be disciplined in the same manner as their non-disabled peers.

Any penalty imposed may not be based on past behavior for which a Nexus determination was not made. The Olean City School District must continue to provide a free appropriate public education to students who have been suspended from school as required by the regulations implementing 504 (34 CFR 104 etc. Seq.) until the end of the school year in which the student reaches the age of 21.

A. IDEA Disability

Before discipline may be meted out for a student classified or deemed to be known as having a disability under the Individuals with Disabilities Education Act (hereinafter "IDEA") {a student with an education disability}, the Committee on Special Education (hereinafter the "CSE") must make a determination of whether the conduct underlying the charges was a manifestation of the disability.

- If a Nexus is found between the disability and the conduct the 3214 proceeding must be discontinued (except for weapons, drugs and dangerous behavior) and the matter placed under the jurisdiction of the CSE for any further consideration. The CSE must register a referral and

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bring about an evaluation in the case of a student who may be deemed to be known as having a disability or, if the student is already classified under IDEA, it must consider possible program modification and disposition on a non-disciplinary basis.

- If no Nexus is found, yet nonetheless a disability is indicated or has been identified, discipline may be imposed upon remand to the 3214 Hearing Officer. The relevant disciplinary procedures applicable to children without disabilities may be applied in the same manner in which they would be applied to children with disabilities, as long as the child continues to receive a free appropriate public education during any such term of suspension.
- Where no Nexus is found and no suspected disability is determined to exist, the matter shall be remanded to the 3214 Hearing Officer for a determination of penalty.

Any penalty imposed may not be based on past behavior for which a Nexus determination was not made. The School District must continue to provide a free appropriate public education to students who have been suspended from school.

B. Suspensions beyond Ten (10) School Days

A student with a disability or suspected disability founded solely under 504/Title II of the ADA may not be suspended for more than 10 school days unless the 504 Committee has conducted a Nexus determination and finds that the behavior underlying the disciplinary charges was not a manifestation of the student's disability.

A student classified or deemed to be known as having an educational disability under IDEA may not be suspended for more than 10 school days unless:

- The CSE has made a determination that the student's misconduct was not related to the student's disability;
- The School District obtains a court order authorizing the suspension;
- The disciplinary charges involved the carrying of a weapon to school or a school function or the knowing possession, use or sale of illegal drugs at school or a school function;
- The parent or student 18 years of age or older gives their consent, in writing.

In determining a disciplinary outcome, a 3214 Hearing Officer and/or decision making authority may not consider incidents in the past anecdotal record of a student with a disability under 504/Title II ADA and/or IDEA, or suspected of being a disability unless there has been a negative manifestation determination regarding such incident(s) by the 504 Team or CSE, respectively.

C. Suspensions for Misconduct Involving Firearms/Weapons and or Drugs

A student classified or deemed to be known as having an educational disability under IDEA may be suspended and placed in an interim alternative educational setting for up to

forty- five (45) days (less if the discipline for a non-disabled student would be less), if the student carries a weapon to school or a school function or knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school or a school function.

- In accordance with law, the terms "firearms and weapon" are defined in this code.
- In accordance with law, the term "illegal drugs" means controlled substances but not those legally possessed or used under the supervision of a licensed health care professional or other permitted authority under the Federal Controlled Substances Act or under any other provision of Federal law. Controlled substances are drugs and other substances identified under schedules set forth in applicable Federal law provisions.

Before a student is suspended and placed in an interim alternative educational setting for up to 45 days for behavior involving firearms/weapons and/or drugs, the CSE must conduct a manifestation determination and a functional behavioral assessment, as well as implement a behavioral intervention plan that addresses the behavior underlying the disciplinary proceeding or review any such pre-existing plan for modification, if necessary.

- Placement in an interim alternative educational setting as a result of conduct involving weapons and/or drugs is not contingent upon a CSE determination that the misconduct is not related to the student's disability.
- It is up to the CSE to determine what would constitute an interim alternative educational setting that would meet the requirements of the student's IEP and enable the student to participate in the general curriculum (although in another setting).

The exception allowed for the suspension/removal of students with educational disabilities for up to 45 days for conduct involving weapons and/or drugs does not apply to students whose disabilities are founded solely upon 504 Title II ADA.

Such an interim alternative educational setting shall be deemed the student's "stay put" placement during the pendency of any due process proceedings contesting the interim alternative educational setting for the duration of the interim placement.

D. Dangerous Student (Classified)

To continue the suspension of a student classified or deemed to be known as having an educational disability under IDEA for more than 10 school days, the School District may initiate a hearing before a special education impartial hearing officer who can order the placement of the student in an interim alternative setting for up to 45 days.

- The CSE must conduct a Nexus determination within 10 school days of the initial disciplinary action. Placement in an interim alternative educational setting as a result of dangerous behavior is not contingent upon a CSE

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determination that the misconduct is not related to the student's disability.

- It is up to the CSE to determine what would constitute an interim alternative educational setting.
- The hearing officer may grant such if maintaining the student in the current placement is substantially likely to result in injury to the student and/or others, and the School District has made reasonable efforts to minimize the risk of harm in the current placement. The hearing officer must also consider the appropriateness of the student's current placement and whether the interim alternative educational setting meets all the requirements of the student's IEP, including continued participation in the general curriculum (although in another setting) with an appropriate behavioral component.

Such an interim alternative educational setting shall be deemed the student's "stay put" placement during the pendency of any due process proceedings contesting the interim alternative educational setting for the duration of the interim placement.

E. Declassified Student

In accordance with law, the CSE must conduct a manifestation determination in the case of a student with an educational disability who has been declassified if the disciplinary matter involves behavioral problems.

XI. CORPORAL PUNISHMENT

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

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury;
2. Protect the property of the school or others;
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if that student has refused to refrain from further disruptive acts.

The District will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

XII. STUDENT SEARCHES AND INTERROGATIONS

The Olean City School District 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 parents before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes the Superintendent, building principals, the school nurse and district security officials, excluding the school resource officer, to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search may result in evidence that the student violated the law or the district's **Code of Conduct**.

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

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

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

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

A. Student Lockers, Desks and Other School Storage Places

The rules in this **Code of Conduct** regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places and other places on school property. Students have no reasonable expectation of privacy with respect to these places 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.

B. Police Involvement in Searches and Interrogations of Students

District officials 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

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students, who are suspects, 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 or to conduct a formal investigation involving students only if they have:

- A search or an arrest warrant; or
- Probable cause to believe a crime has been committed on school property or at a school function; or
- Been invited by school officials. Before police officials are permitted to question or search any student, the building principal or his/her designee shall notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The Principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

- They must be informed of their legal (Miranda) rights;
- They may remain silent if they so desire;
- They may request the presence of a parent and/or attorney.

C. Child Protective Services Investigations

Consistent with the district's commitment to keep students safe from harm and 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 Services workers who wish to conduct interviews of a student on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigation of that student.

All requests by Child Protective Services to interview a student on school property shall be made directly to the building principal or his/her designee. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the Child Protective Services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a Child Protective Services worker or school district official of the opposite sex.

A Child Protective Services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if not removed from school before

a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

XIII. VISITORS TO THE SCHOOLS

The Olean City School District encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, 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 an enrolled student of the school will be considered a visitor.
2. All visitors to the school must report to the main office upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the office before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings are not required to register but are required to follow public health safety rules. Visitors to dances that are closed (prom, winter weekend, etc.) are allowed by invitation from school authorities only.
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 class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this **Code of Conduct**.
8. No student or school personnel are authorized to allow entrance to any school building without reporting the person to main office and obtaining a visitors pass.

XIV. PUBLIC CONDUCT ON SCHOOL PROPERTY

The Olean City School District recognizes that the primary purpose of the school district is to provide a superior atmosphere for learning and education. Any action by an individual or group(s) aimed at disrupting, interfering with or delaying the educational process or having such effect is prohibited. The District also recognizes its

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responsibility to protect school property and declares its intent to take any and all legal action to prevent its damage or destruction. The District will also seek restitution from, and prosecution of, any person or persons who willfully damage school property.

These rules govern the conduct of students, parents, faculty and other staff, visitors, licensees, invitees, and all other persons, whether or not their presence is authorized, upon district property, and also upon or with respect to any other premises or property (including school buses) under the control of the District and used in its instructional programs, administrative, cultural, recreational, athletic, and other programs and activities, whether or not conducted on school premises.

A. Prohibited Conduct

No person, either singly or in concert with others, shall:

- Willfully cause physical injury to any other person, or threaten to do so, for the purpose of compelling or inducing such other person to refrain from any act which she/he has a lawful right to do, or to do any act which she/he has a lawful right not to do;
- Intimidate, harass or discriminate against any person on the basis of race, creed, color, national origin, religion, gender, age, marital status, sexual orientation or disability;
- Physically restrain or detain any other person, or remove such person from any place where she/he is authorized to remain, with the exception of any authorized procedures as outlined in this **Code of Conduct**;
- Willfully damage or destroy property of the District or under its jurisdiction, or remove or use such property without authorization;
- Without permission, expressed or implied, enter into any private office of an administrative officer, member of the faculty or staff member;
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program;
- Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, illegal drugs or be intoxicated by either on school property or at a school function;
- Enter upon and remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others;
- Without authorization, remain in any building or facility after it is normally closed;
- Refuse to leave any building or facility after being required to do so by an authorized administrative officer, member of the faculty or staff member, or member of the Board of Education;
- Obstruct the free movement of persons and vehicles in any place to which these rules apply;

- Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures and meetings or deliberately interfere with the freedom of any person to express his/her views including invited speakers without infringing on the rights of others;
- Knowingly have in his/her possession upon any premises to which these rules apply, any weapon/firearm as defined in the Gun-Free Schools Act and the New York State Penal Codes without written authorization of the chief administrative officer, whether or not licensed to possess the same has been issued to such person;
- Willfully incite others to commit any of the acts herein prohibited with specific intent to procure them to do so;
- Violate any federal or state statutes, local ordinances or Board policies while on school property or while at a school function.

B. Penalties and Procedures

A person who shall violate any of the provisions of these rules shall be subject to the following penalties and procedures:

- If a licensee or invitee, his/her authorization to remain upon the grounds or other property shall be withdrawn and he/she shall be directed to leave the premises. In the event of failure to do so, he/she shall be subject to ejection.
- If trespasser or visitor without specific license or invitation, he/she shall be subject to ejection and/or arrest.
- If he/she is a student, he/she shall be subject to disciplinary action as the facts of the case may warrant, as prescribed by 3214 of the Education Law and the **Code of Conduct**.
- If a faculty member, he/she shall be subject to disciplinary action as prescribed by and in accordance with procedures of the Education Law and the collectively negotiated agreement.
- If a staff member in the classified service of the civil service, described in 75 of the Civil Service Law, he/she shall be guilty of misconduct and subject to the penalties and procedures prescribed in said section and be subject to ejection.
- If a staff member other than one described above, he/she shall be subject to discipline in accordance with the law and any applicable collectively negotiated agreement.

C. Enforcement Program

- The Superintendent of Schools shall be responsible for the enforcement of these rules, and he/she shall designate the other personnel who are authorized to take action in accordance with such rules when required or appropriate to carry them into effect.
- In the case of any apparent violation of these rules by such persons, which in the judgment of the Superintendent or his/her designee, does not pose

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Olean City School District Code of Conduct

any immediate threat of injury to person or property, such school official may make a reasonable effort to learn the cause of the conduct in question and to persuade those engaged therein To learn the cause of the conduct in question and to persuade those engaged therein to desist and to resort to permissible methods for resolution of any issues which may be presented. In doing so, such school official shall warn such persons of the consequences or persistence in the prohibited conduct, including their ejection from any district properties where their continued presence and conduct is in violation of these rules

- In any case where violation of these rules does not cease after such warning and in other cases of willful violation of such rules, the Superintendent or his/her designee shall cause the ejection of the violator from any premises which she/he occupies in such violation and shall initiate disciplinary action according to this **Code of Conduct**.
- The Superintendent or his/her designee may apply to the public authorities for any aid that she/he deems necessary in causing the ejection of any violator of these rules and she/he may request the Board's counsel to apply to any court of appropriate jurisdiction for any injunction to restrain the violation or threatened violation of such rules.

This code and the penalties set forth herein are not considered to be inclusive or to be precluded in any way the prosecution and conviction of any person for the violation of any federal or state law or local ordinance and the imposition of a fine or penalty provided therein.

**** Please Note: These pages of the Code of Conduct are revised from the copy that was mailed home at the beginning of the school year.**

However, the discipline matrixes for elementary, middle and high school, in the Code of Conduct that was mailed home are correct and should be kept for future reference. **

If you have any questions or concerns regarding the contents of this document, please contact the main office at your student's school.



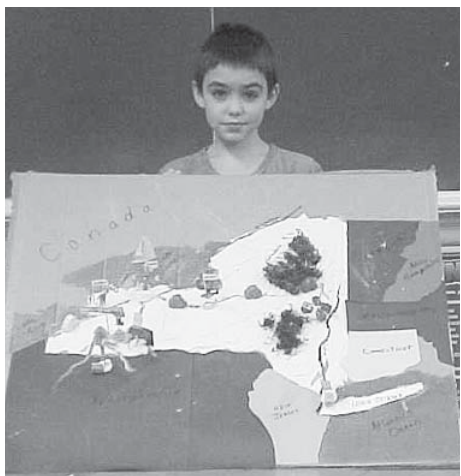
Letter “M” Week: Students in Mrs. Chudy’s class enjoyed “Muffins with Mom” as a kick-off to letter “M” week.



A Twist in Learning: Children in Mrs. Stephens’ class played Twister during centers to learn left, right and colors. They had a great time playing and definitely got “twisted” while they played. All are anxious to have a turn in this center!



Mapping out New York State: Above and below, fourth-graders pose with the homemade maps of New York that they made for Mrs. Smith’s social studies class. Students were able to choose how they wanted to construct their maps, and many got very creative – some maps were even edible!



Boardmanville Elementary School



Friday Morning Celebrations: Every Friday at Boardmanville, grades Pre-K through three gather in the gym to celebrate the week. Students are recognized for birthdays, Student-of-the-Week honors, and on the last Friday of each month, grades four and five join us for recognition of their Students of the Month. We also sometimes have special programs, such as the second grade’s presentation of poetry and song for Columbus Day.



Walking for Jared: Learning in school happens in many, many ways. On Sept. 28, East View took part in another very important type of learning. Students staff and visitors learned just how wonderful it is to help others!

In honor of Jared Obenrader, East View organized and participated in a "Walk a Mile to Make Jared Smile" Cystic Fibrosis fund-raiser. Jared is the son of Chad and Jill Obenrader. Mrs. Obenrader is the preschool teacher here at East View. Little Jared was born on May 30. He was diagnosed with cystic fibrosis soon after. Our school decided that we wanted to do whatever we could to help Jared and so many others lead a healthy life.

Our students found sponsors who would donate to the Cystic Fibrosis Foundation if they walked a whole mile. These donations were increased by contributions from many community members, as well as ALCAS, the Christopher Columbus Club, the Pulaski Club, Mt. Irenaeus, Oswayo Valley Schools, and Otto-Eldred Schools. We are so thankful to everyone. At this point, East View has raised more money for the Cystic Fibrosis Foundation than any school in Western New York.

East View Elementary School

Learning Positive "Bee-havior": Mrs. Deb Weatherell, counselor at East View, is shown below discussing the ways to deal with a bully. East View has a long tradition of positive behavior and character education programs, based on the three principles: "Be Safe, Be Respectful and Be Responsible." In keeping this tradition alive, the students and staff kicked off the new school year with a Behavior Learning Stations program. This program consisted of a number of learning stations located at various places in the building. Each class rotated among the stations learning how to "be safe," "be respectful," and "be responsible" in the various places, such as the cafeteria, the bathrooms, the hallways and on the playground. In addition, students learned about the homework cycle as part of being responsible, and dealing with bullying as part of being safe.



Fire Prevention Week: During the second week of October, the students in Mrs. Marsfelder's and Mrs. Deibler's class learned all about fire safety (*see photo below*). The students learned how to stop, drop, and roll; crawl under smoke; and the role of the firefighter. One of our student's daddy is a firefighter. He and his friend came and taught us many important facts. The children even had the opportunity to try on the firefighter's gear. We had so much fun and learned a lot too!



Kindergarten Family Night: A Kindergarten Family Fun Night was held at East View during the third week of October. Families participated in a variety of activities (*shown at left*) including a treasure hunt, pumpkin painting, dangling doughnuts and fall planting of tulip bulbs. Everyone had a great time.





New Entrance Procedure: A new entrance procedure for the morning has improved the flow and increased safety. The beginning of the day is starting in a more organized manner at IJN with students entering the building through different doors according to their grade level.

New procedure for the students entering and exiting the IJN school building:

- First door (closest to S. 4th St.) will be used for grades 1 and 5 (& breakfast and morning program students)
- second door/middle door will be used for grades 2, 3, and 4
- Third door will be for the kindergarten and pre-kindergarten classes

The picture above show fifth-graders coming into school with the first-graders safely following. The day always starts better when everyone is settled and organized.



American Education Week - Nov. 11-17: Doesn't this face (*at left*) look like it is full of questions, ideas, potential, creativity and excitement for learning! Each school year brings a renewed sense of excitement and enthusiasm. It also brings a new group of pre-kindergarten and kindergarten students. Regardless of an individual's role within the community and the school system, everyone contributes to the success of our students. All employees of the district contribute to a successful future for this Ivers J. Norton preschool student as well as all district youngsters' futures. This pre-kindergarten student has a terrific future and will have countless people in the school and the community-at-large supporting his growth and development. American Education Week spotlights the importance of providing every child in America with a quality public education, and the need for everyone to do his or her part in making public schools great. Please join in celebrating all of our youngsters' futures by giving thanks to everyone involved in education.



Good Character is Cool: A fun-filled, entertaining concert that promoted the principles of respect, responsibility and teamwork, and emphasized the message that good character is cool, was provided for the students at IJN at the Husky Pup Program on Oct. 3. The performers were a group known as the Hill Brothers, who use original songs, interactive dialogue, belly-slapping humor and tons of audience activities to rally everyone around the concept of good character and highlight the many positive things that can happen for students through very simple actions on their parts. The students and staff were treated to a toe-tapping and jumping up and down concert. Fun was had by all! It was a great way to introduce the character trait of "Responsibility."

The students were also treated to a guest speaker presentation on "Responsibility" given by local police officer Randy Langdon at the Oct. 10 Husky Pup Program. The November character trait at IJN is Citizenship. Our guest speakers will be Mayor Carucci and Amy Sherburne. We are excited about having them come and speak to us about the rewards of being an involved and positive citizen. Mr. Ward was the guest speaker for the Husky Pup Program in September. Everyone is thankful for all of the support with IJN's efforts to promote positive character.

We say "Thank You" to all of the community guest speakers!

Ivers J. Norton Elementary School



Husky Pup Program: Mr. Samuelson and Mr. Lapallo's classrooms were in charge of the Husky Pup Program on Sept. 19. The fifth-grade students spoke to the entire school audience about the character trait of Respect. The fifth-graders prepared a visual data presentation and spoke about the topic they presented. Research has shown us that we learn best through the action of teaching others. We couldn't have been more proud of how well they did. They did a wonderful job!

The fifth-graders demonstrated their abilities in the ELA standard 4 area while also teaching their peers about the important trait of "Respect."

"New York State English Language Arts Standard 4: Students will read, write, listen, and speak for social interaction. Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views."

Congratulations to the students in Mr. Samuelson and Mr. Lapallo's classrooms. Everyone enjoyed their superb presentation on understanding people and their views.

IJN Tops Book Drive: The Olean City School District Foundation hosted its fourth annual Book Drive on Saturday, Oct. 6, at the Olean Middle School. The challenge to all Olean elementary schools was won by the Ivers J. Norton Elementary School PTO who had the most students participate.

Congratulations to the students of IJN and a special thank you to the Harris family for getting everyone so motivated.



UPK Explores Everything Apples: The Universal Pre-Kindergarten class explored everything apples. The students graphed their favorite color apple. Everyone got in on the fun. Mrs. Pound was even invited by Ms. Benjamin, Mrs. Procacci and the UPK friends to come in and select her favorite apple. The children practiced writing, counting, graphing and speaking about the fun topic. We are excited to inform you that the Universal Pre-Kindergarten program is now using the same reading core series that the K-5 classrooms are using. Wow, we are excited about the possibilities that this early exposure and curriculum connection will bring to the students of the district.

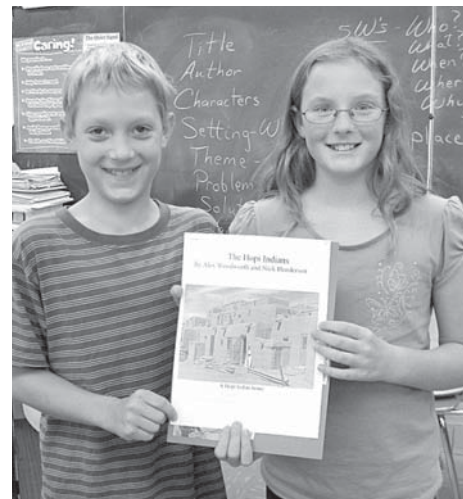
Welcome New PTO President: All of us at IJN would all like to say "Welcome" to our new PTO president Amy Sherburne. Thank you, Amy, for helping with a very successful start to the 2007-2008 school year. She is an exciting addition to the IJN team. We look forward to all the energy and effort she brings to this very important volunteer position.



Developing Math Skills: Ms. Baglione's kindergarten students (*shown at left*) are very busy this month making and reading graphs.



Already World Travelers! Mrs. Faulkner's and Mrs. Frederick's third-graders have been traveling around the world! Their first stop was the country of Brazil. The students researched the Brazilian Rain Forest and made a 3-D Rain Forest in the hall between the classrooms (*see above*). The students showed the four layers and the animals and plant life in each layer. These husky pups taste tested some foods made in Brazil, and they sampled cocoa, pineapple and mango (*see below*). They also made delicious Brazilian cookies and breads to share with parents at Open House.



Check It Out: Fifth-graders in Mrs. Monroe's social studies class researched a Native American Indian tribe. They prepared research reports that included a cover with a digital photo and had a minimum length of two pages with pictures of the tribe. "My students did a fantastic job! exclaimed a proud Mrs. Monroe. "Their projects, along with each team picture, will be displayed in the intermediate hallway for all to see."



Reading, Peaches, Nectarines and Insects--Oh, my! Using the book, "James and the Giant Peach," third-grade reading intervention groups have been using literature to strengthen the "Fab Five:" phonemic awareness, phonics, vocabulary, comprehension and Fluency. For example, some readers compared and contrasted peaches and nectarines, then they put their results on a Venn diagram. Third-grade students also did insect projects to integrate science with our Reading First target skills.

Washington West Elementary School

Enter at Your Own Risk! Pictured at right are Mrs. Martin, fifth-grade teacher, and Mrs. Matejka, enrichment teacher, challenging their students to go through their portal. Their students have enthusiastically complied. Students participate in team-building activities as they move through the portal and use resources to answer questions. Both Mrs. Martin and Mrs. Matejka are excited about the new portal that Mark Huselstein of maintenance created over the summer to connect their classrooms. "We love our portal and so do our kids!" exclaimed Mrs. Matejka. "It serves as a great way to facilitate teacher collaboration and to combine our classrooms for interactive projects. It also doubles our resources!" noted a very pleased Mrs. Martin.





The More the Merrier: Husky pups in Mrs. Charles' and Mrs. Hamed's fourth-grade classrooms have been collaborating on many different activities. In writing, our students began the year sharing stories of their lives - highlighting the things they treasure most (*shown above*). Also, students have had opportunities to utilize laptops and classroom computers to take notes and map information from their textbooks using the "Kidspiration" program.



First-Graders' Vowel Friends: Husky pups in our First Grade learned about the short vowel sounds with their short vowel friends (above). "Annie Alligator" likes to eat those short "a" words. "Iggy Iguana" loves those short "i" leaves. Students enjoyed manipulating sounds for their short vowel friends.



For the Love of Reading: Mrs. Martin's fifth-grade class and Ms. Wells' pre-kindergarten class get together each week (*at left*). Our older children want to help instill in their very young friends the love of reading.

Two Brains Are Better Than One: Mrs. Lewicki, Second-Grade Classroom Teacher, and Mrs. Davis, Resource Room/Consultant Teacher, team taught a Reading First lesson on "subjects" and "predicates" of sentences. Students matched the appropriate subjects to predicates that were written on color-coded sentence strips (*see below*). They also wrote complete sentences using subjects and predicates to coincide with a picture cut from a magazine. Mrs. Lewicki said, "I love the concept of team teaching as it always proves to be a win-win situation for all involved." Mrs. Davis said, "I enjoy collaborating daily with Mrs. Lewicki. I find that our students are achieving much more success in the classroom!"



Kindergarteners enjoy literacy center time!

OLEAN CITY SCHOOL DISTRICT

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Olean, NY 14760
www.oleanschools.org

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Jeffrey Andreano, Assistant High School Principal
Gerald Trietley, Middle School Principal
Joel Whitcher, Assistant Middle School Principal
John White, Boardmanville Elementary Principal
David Olson, East View Elementary Principal
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OLEAN CITY SCHOOL DISTRICT

Mission ...

"Home, School and Community
Educating for Life"

Values ...

- Excellence
- Honesty/Integrity
- Learning
- Mutual Respect
- Resourcefulness
- Responsibility & Accountability
- Sensitivity to Diverse Needs
- Teamwork

Strategic Themes ...

- Curriculum and Instruction
- Facilities & Learning Environment
- Finance/Resource Management
- Building Relationships



Recruiting a few good instrumentalists

Elementary orchestra and band recruitment was a big success this year. String instructors Tobi Snyder and Rintaro Wada (*above*), as well as band instructors Joe Gervase and Meaghen Garbay, visited all four elementary schools in early September demonstrating various orchestra and band instruments. After the instructors played, there was a short question and answer session.

Please support the orchestra and band students by attending the Elementary All-District Instrumental Concert, which is scheduled for April 2 at the high school. Put in on your calendar as an event not to miss!