



STUDENT HANDBOOK

2024 – 2025



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**DOBBS FERRY MIDDLE SCHOOL
STUDENT HANDBOOK
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ARRIVAL & DEPARTURE PROCEDURES

Arrival and Departure

The regular school day is from 8:12 a.m. to 3:20 p.m. Wednesdays are early dismissal days and end at 2:20 p.m.

- Middle School students enter and exit through the Middle School entrance.
- The Middle School doors open at 7:50 a.m. Students will not be able to enter the Middle School before this time and exterior doors will be locked prior to that time.
- Students who arrive between 7:50 a.m. and 8:07 a.m. will report to the Commons where they can study, relax, and/or purchase breakfast. After 8:07 a.m. students can go to their lockers and go to class.

Pick Up and Drop Off

If you drive your child to school, please drop them off in front of the Middle School entrance between 7:50 a.m. and 8:07 a.m. **Under no circumstances should a child be dropped off at any other area, including in front of the High School or in the middle of the faculty parking lot, as this poses a serious danger to pedestrians and other vehicles.** Please make sure that students follow the lines of traffic and as the driver, always stop and look for pedestrians at the crosswalks. It's the law and there may be a student there that you don't initially see.

If you are picking your child up, you may pull your car up to the Middle School entrance. Cars will be lined up facing the school along the curb. **Under no circumstances should cars park along the fence next to the turf field OR in fire lanes. This blocks traffic and is a violation of fire codes.**

We know that it is difficult to remain patient while driving through the traffic loop, especially when there is congestion during busy times, however, our first priority is student safety. We appreciate your adhering to these rules. If you don't wish to enter the campus, you can drop your student off at one of the crosswalks with a crossing guard. The crossing guards are there to get the students safely across the street.

Emergency Dismissal

You will be notified by a K-12 Alert if it is necessary to conduct an emergency dismissal. Emergency contact information should be updated at the beginning of every school year via the Parent Portal. This information is vital in the case of an emergency dismissal.

POLICY ON ATTENDANCE & ABSENCES

Absences and Lateness

If your child is going to be absent from school, please contact the Attendance Officer, Alissa Salerno, at (914-693-7640 ext. 3073) by 8:00 a.m.

If your child is late to school, they must sign in at the security desk. If the lateness is unexcused, it may result in lunch detention or other consequences.

If your child needs to be dismissed early from school, they must bring a note from the parent or guardian to the security desk by 8:00 a.m., giving the reason and the exact time they need to leave that day. When your child leaves, the parent/guardian **must sign the student sign-out form** at the security desk and show ID as proof of identity. **Students will not be dismissed during the school day to anyone other than the parent/guardian, or person listed as an emergency contact and approved for child pick up.**

In general, when your child returns to school after an absence, such as sickness, doctor's appointment, etc., students must submit a signed note from a parent or guardian giving the reason for the absence or the absence will be marked unexcused.

Excusable Reasons for Absence:

- Sickness
- Sickness or death in family
- Religious holidays
- Dental and medical appointments
- Approved school-sponsored trips
- **Other reasons are not excusable**

Doctors' Appointments and Vacations

We ask that parents make dentist or doctor appointments after school hours, so children do not miss any valuable instructional time.

The school strongly discourages families from taking vacations during the school year. **We cannot be responsible for giving classwork and homework when students are illegally absent; however, students are expected to make up missed work when they return.** There is no "make up" work or extra time given to turn in assignments for unexcused absences. In addition, teachers are not required to give assignments in advance.

Participation in School Activity Nights and Clubs

School dances, Activity Nights, sports, games, and clubs are an excellent opportunity for students to socialize with their peers. In order for a student to participate in these social activities, they must have been present in school the day of the event, as per our attendance policy. In addition, these events are for Dobbs Ferry Middle School students only, and **visitors from other schools are not permitted to attend.**

PARENT / GUARDIAN COMMUNICATIONS

Education Partnership

Education of children is a partnership involving the student, the teacher, and the parents. Our teaching staff welcomes the opportunity to work closely with parents, and they keep in contact with parents through the parent portal, Google Classroom, emails, progress reports, report cards, and parent/teacher conferences, etc. Parents, however, should feel free to contact the school counselors (**Sandra Hacker or Michael Jaros at 914-693-7643**), grade level team leaders, or individual teachers at any time. To contact staff members via e-mail, simply type their last name, first initial, @dfsd.org (mussolinip@dfsd.org). We ask you to keep us informed with any information you have that may affect a child's school success or to raise any questions or concerns you may have. Parent correspondence will be returned within two school days. Conferences may be arranged with individual teachers or a team at a mutually agreeable time. Again, we are partners in the process of your child's education.

Regular Communication

Students: School-wide announcements over the PA system will be made at the end of the school day.

Household: Listed below are four levels of household communication:

- *Teacher Level - Classroom Email and Google Classroom (see next page)*
- *Grade Level Email*
- *Weekly Reminders Email (every Friday)*
- *School Messenger Alert - district based*



Parent Portal: The Parent Portal provides parents with information regarding their child, such as:

- attendance
- daily schedule
- report cards
- progress reports
- teacher's gradebook

To register or access the Parent Portal, go to:

<https://esdparentportal.lhric.org>

or

<http://www.dfsd.org> (Click on Parent Portal button)

If you need assistance with accessing the Parent Portal, please email Amber Klebanoff at parentportal@dfsd.org.

PARENT / GUARDIAN COMMUNICATIONS, CONT.

Google Classroom / Guardian Summaries

At the beginning of the school year you will receive an invite to receive Guardian Summaries for your child's Google Classroom. This will allow you to see what work is complete or incomplete.

If you have any trouble in receiving these updates or wish to change the frequency of these updates, please go to the link below:

<https://classroom.google.com/gs>

Once you are there, click on the arrow drop-down menu next to your child. You can then select a different option: Daily, Weekly, or No Summaries.

The system will adjust automatically.

Parent Conferences

There are two dates during the year for parent conferences. The dates and times for parent conferences are as follows:

- November 5, 2024 (8:30 am – 3:20 pm)
- November 6, 2024 (4:30 pm – 8:30 pm)

You should never wait to discuss an issue with a teacher. Parents can contact teachers at any time to discuss any questions or concerns.

Parent Questions/Concerns

Questions and/or concerns do come up during the course of a school year. The first person a parent should contact with a question is the child's classroom teacher. More often than not, an email from your child's teacher will answer most questions. If this is not the case, a parent should then contact the grade level team leader or school counselor. In addition, the Assistant Principal and the Principal are equally available to answer any questions or to assist in resolving any difficulties that may arise.

When you should contact:

| Teacher | Counselors | Administration |
|--|--|---|
| <ul style="list-style-type: none">▪ Academic issues (please give 24 hours response time)▪ Social issues that are happening in a classroom▪ Homework▪ Classroom concerns | <ul style="list-style-type: none">▪ Social issues▪ Emotional issues▪ Health-related issues▪ Family issues▪ Academic issues | <ul style="list-style-type: none">▪ After contacting teacher, if you:<ul style="list-style-type: none">- have not heard from teacher- are not satisfied with outcome▪ School policies▪ School procedures▪ Any other important issues that arise |

ACADEMIC PROGRAM OF STUDY

Middle Years Programme (MYP)

We are a fully authorized IB Middle Years Programme school. The MYP runs from grades 6-10. MYP is offered as an inclusive, whole-school model. We believe that all students are capable of achieving at high levels when they are both challenged and nurtured. The MYP provides a healthy balance of academic enrichment and support that will help students perform to their full potential. It encourages critical thinking and problem-solving skills along with authentic learning experiences. Teachers also create interdisciplinary learning experiences to enrich student learning. (See IB Learner Profile in the Appendix.)

For additional information about the Middle Years Programme, please go to our website (dfsd.org/ms). The information is located under the "Academics" tab.



Teaming

All students at Dobbs Ferry Middle School are part of an interdisciplinary team of teachers at each grade level led by a Team Leader. The significance of interdisciplinary teams lies in the creation of smaller learning communities of students who are led by a group of teachers who take a personal, vested interest in the academic and social growth and development of their students (<http://www.mllc.org>). Interdisciplinary teams enable teachers to:

- Respond to middle school student academic and developmental needs
- Integrate the curricula
- Select appropriate instructional strategies
- Use flexible scheduling strategies
- Use common planning periods to coordinate with one another and conduct parent meetings
- Meet with other support staff to address the needs of all students
- Provide professional support for team members
- Provide effective transition from single elementary classrooms to a departmentalized high school
- Provide a sense of belonging and personalization

Team Leaders:

Grade 6 Claudia Ducic

Grade 7 Katia Marques

Grade 8 Melissa Gretczko

ACADEMIC PROGRAM OF STUDY, CONT.

Your Child's Program of Study

Listed below are the general subject areas studied at each grade level.

Grade 6

Language & Literature
Individuals & Societies
Mathematics
Science
Language Acquisition
(Spanish, Italian, French,
Global Culture)

Music (Chorus, Band or Orchestra)
Physical Education
Visual Art
Health
Digital Design
Design
Academic Study

Grade 7

Language & Literature
Individuals & Societies
Mathematics
Science
Language Acquisition
(Spanish, Italian or French)
Academic Study

Music (Chorus, Band, Music Studio or Orchestra)
Health
Physical Education
Visual Art
Digital Design
Design

Grade 8

Language & Literature
Individuals & Societies
Mathematics 8
Algebra 1
Science 8
Earth Science
Language Acquisition
(Spanish, Italian, or French)

Music (Theatre Arts, Band or Orchestra)
Writing for the Real World
Physical Education
Studio Art
Digital Design
Design
Academic Study
How Stuff Works

ACADEMIC PROGRAM OF STUDY, CONT.

Scheduling

Online Scheduling System:

The majority of student scheduling is done online. The process begins with counselors meeting with students in the spring. During this meeting, the counselors review the process, as well as the available courses. Both parents and students will be able to view the student's courses using the eSchoolData Portal Accounts.

The following classes can be requested:

- Music (all grades)
- Language Acquisition (grade 7)
- Earth Science Regents (grade 8)
- Algebra 1 Regents (grade 8)
- Electives (grade 8)

Parent Portal: <https://esdparentportal.lhric.org>

Student Portal: <https://esdstudentportal.lhric.org/DobbsFerry>

Scheduling Requests:

Parents are welcome to share information with the School Counselor that may be relevant to their child's class placement. Scheduling requests, such as having certain classes in the morning or afternoon or to be with a specific friend or teacher, cannot be honored. Please be assured that the counselors consider many factors in designing a program that will meet your child's educational, social and emotional needs.

School Counselor Assignment for 2024-2025:

- Grade 6 & 7 - Sandra Hacker hackers@dfsd.org
- Grade 6 & 8 - Michael Jaros jarosm@dfsd.org

Please contact your child's School Counselor should you have any questions about the online scheduling process.

Resources:

For further information regarding the scheduling process can be found at:

<https://sites.google.com/dfsd.org/dfmscounselingcenter>

Please click on [Scheduling Information](#)

ACADEMIC PROGRAM OF STUDY, CONT.

Regents Courses Offered in Grade 8

Dobbs Ferry Middle School offers Regents Courses in the areas of math and science. These high school level courses are appropriate for students who excel in math and/or science, are highly academically motivated, and desire to tackle the rigors of a high school level curriculum.

Criteria for Algebra 1 Regents:

Eighth grade students are recommended for Algebra 1 based upon the general criteria listed below. Students and parents/guardians are also able to request Algebra 1 on the portal, however, please review the waiver process below:

- A cumulative average of A or above in Math 7
- Teacher Recommendation based upon the identified Middle Years Program (MYP) Approaches to Learning Skills (see Appendix) with a score of 7-8

Criteria for Earth Science Regents:

Eighth grade students are recommended for Earth Science based upon the general criteria listed below. Students and parents/guardians are also able to request Earth Science on the portal, however, please review the waiver process below.

- A cumulative average of A or above in Science 7
- Teacher Recommendation based upon the identified Middle Years Program (MYP) Approaches to Learning Skills (see Appendix) with a score of 7-8

Earth Science and Algebra 1 Waiver Process:

Parents/students are able to request placement in Earth Science or Algebra 1 without a teacher recommendation when they:

1. Make a formal request on the Parent/Student Portal, or by emailing their school counselor
2. Conference with their school counselor regarding the placement request (parent conference)
3. Have a waiver signed by student and parent/guardian

Algebra 1 Lab Placement Criteria:

- Students who waive into Algebra 1 will be placed into Algebra Lab, unless otherwise indicated. Progress will be monitored.
- Student is a beginner or learner in 3 or more ATL Skills.
- Math 7 Final Exam Grade is below 85%
- Algebra 1 Class Average is below 85%.
- Students may enter Algebra Lab at the beginning of each quarter.

Algebra 1 Lab Exit Criteria:

- Quarterly average in Algebra 1 is above 85%. This is open to discussion if a student is on the cusp.
- Students may exit Algebra Lab at the end of each quarter.

*Classroom teachers need to consult with the grade level school counselor prior to making Algebra Lab or Math Lab recommendations to students and/or parents.

ACADEMIC PROGRAM OF STUDY, CONT.

Course Changes for Algebra 1 and Earth Science:

- 8th Grade Students are strongly encouraged to maintain a minimum grade of B- in the Algebra 1 and Earth Science courses.
- A family meeting will be held before the end of first quarter for any student whose grade falls below B-.
- Students will be given the option to drop Algebra 1 or Earth Science until the end of quarter one. After this deadline, students will need to remain in the course and the final grade and Regents Exam score will be recorded on the high school transcript.

| ATL Skills Rubric | Beginner (Novice) Level 1-2 | Learner (Intermediate) Level 3-4 | Practitioner (Advanced) Level 5-6 | Expert Level 7-8 |
|---|---|--|--|---|
| THINKING | | | | |
| Practice focus and concentration (staying on task). | I'm rarely on task. | I'm sometimes on task. | I'm usually on task. | I'm always on task. |
| Practice strategies to successfully apply information learned while problem solving. | I rarely practice strategies to successfully apply information learned while problem solving. | I sometimes practice strategies to successfully apply information learned while problem solving. | I usually practice strategies to successfully apply information learned while problem solving. | I always practice strategies to successfully apply information learned while problem solving. |
| Apply skills and knowledge in unfamiliar situations to generate new ideas, products, or processes. | I rarely apply skills and knowledge in unfamiliar situations to generate new ideas, products, or processes. | I sometimes apply skills and knowledge in unfamiliar situations to generate new ideas, products, or processes. | I usually apply skills and knowledge in unfamiliar situations to generate new ideas, products, or processes. | I always apply skills and knowledge in unfamiliar situations to generate new ideas, products, or processes. |
| Is able to independently use guides, notes, and sample problems to complete homework assignments, classwork, and tests. | Is rarely able to independently use guides, notes, and sample problems to complete homework assignments, classwork, and tests. | Is sometimes able to independently use guides, notes, and sample problems to complete homework assignments, classwork, and tests. | Is usually able to independently use guides, notes, and sample problems to complete homework assignments, classwork, and tests. | Is always able to independently use guides, notes, and sample problems to complete homework assignments, classwork, and tests. |
| COMMUNICATION | | | | |
| Use and interpret a range of discipline specific terms and symbols | I rarely use and interpret a range of discipline specific terms and symbols. | I sometimes use and interpret a range of discipline specific terms and symbols. | I usually use and interpret a range of discipline specific terms and symbols. | I always use and interpret a range of discipline specific terms and symbols. |
| SELF - MANAGEMENT | | | | |
| Demonstrate persistence and perseverance. | I rarely demonstrate persistence and perseverance. | I sometimes demonstrate persistence and perseverance. | I usually demonstrate persistence and perseverance. | I always demonstrate persistence and perseverance. |

ACADEMIC PROGRAM OF STUDY, CONT.

National Junior Honor Society Requirements

In accordance with the granted charter, requirements for eligibility for the National Junior Honor Society are as follows:

A. Grade Average (Scholarship)

- In grade seven: 4.0 or above G.P.A. in all subjects for the first three quarters of the seventh grade with no grade below an "A" in any subject.
- Once inducted, students are expected to maintain the above grade average.

B. Character, Leadership, Citizenship, and Service

- Eligible students should be involved in at least one school activity or sports team.
- Eligible students must show evidence of community service.
- Eligible students must be a member in good standing in both the school and community.
- Eligible students must have **NO** suspensions or serious disciplinary referral of any kind for the current school year.

Stepping-Up Ceremony

The Stepping-Up Ceremony recognizes students who have completed the coursework necessary to move up to the ninth grade. In order to participate in this ceremony, students must have demonstrated proficiency in eighth grade classes and exhibited a good work ethic and citizenship. If a student does not meet requirements in two or more core subjects (Language & Literature, Math, Individuals & Societies, Science, Language Acquisition), they may not participate in Stepping-Up and will not receive a Certificate of Completion. We view this ceremony as a celebration of middle school accomplishments. The date for the Stepping-Up Ceremony will be Wednesday, June 25, 2025.

HOMWORK, GRADES, TESTING

Homework

The Middle School homework guidelines have been collaboratively defined by the work of our Compact Committee. The committee, composed of parents, teachers, students, and administration, utilized current research and best practice to guide its work. Homework is meaningful and has a clearly defined academic purpose that supports learning in the classroom. The purpose of the assignment and its effect on learning is explicitly communicated to the students.

The Purpose of Homework:

Homework supports learning in the following ways:

- **Pre-learning** – introduces a topic or provides background in preparation for an in-depth lesson. It can be used to assess prior knowledge or to stimulate interest.
- **Checking for Understanding** – allows teachers to assess student learning and understanding.
- **Practice** – allows students to practice newly acquired skills and does not involve new learning.
- **Processing** – allows students to analyze, synthesize or reflect on concepts learned in class. This is often used for long-term projects.

While homework is the students' responsibility, parents can support the process by providing their children with a regular, organized place to do their homework. At times, students may say, "I have none," or "I will do it in T-period." Home study time should still be maintained. We also encourage students to read each night. Homework can always be located on Google Classroom.

Middle School students can expect an average of 15 to 30 minutes of work in every subject, five days a week. The amount may vary on a daily basis and may be less for sixth graders than eighth graders.

Homework will comprise no more than **15%** of the overall course grade. Homework assignments shall not be due on the day following a religious holiday for which schools are closed, unless the assignment was given at least two days in advance of the holiday.

T-Period

Teachers are available to meet with students individually and/or in small groups before and after school, as well as during lunch when appropriate. Students are encouraged to ask for extra help, to make up missing assignments, and to better understand assignments. They may also attend to do extra "challenge" work. Students may be required to attend a specific T-Period. A schedule of T-Periods will be posted online at the beginning of the school year.

Google Classroom / Student Agenda

Students use Google Classroom to track and stay up to date with their assignments and classwork. Parents should review their child's Google Classroom updates on a regular basis.

6th Graders will receive a student agenda as an additional organization tool. 7th or 8th graders who feel a student agenda would be useful to them, can pick one up in the main office. Supplies are limited however, it will be first come, first serve, while supplies last.

HOMWORK, GRADES, TESTING, CONT.

Grade Marking System

| Dobbs Ferry School District Grading Table | |
|--|--------------------|
| Grade | Grade Range |
| A+ | 98-100 |
| A | 93-97 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 65-66 |
| F | Below 65 |

HOMework, GRADES, TESTING, CONT.

MYP Equivalency Chart

When assessments are graded utilizing an MYP Rubric, this chart shows the percent equivalent.

| <i>MYP Rubric Score</i> | Percent Equivalent | Letter Grade |
|--------------------------------|---------------------------|---------------------|
| 0 | <65 | F |
| 1 | 65-66 | D |
| 1.5 | 67-69 | D+ |
| 2 | 70-72 | C- |
| 2.5 | 73-74 | C |
| 3 | 75-76 | C |
| 3.5 | 77-79 | C+ |
| 4 | 80-82 | B- |
| 4.5 | 83-84 | B |
| 5 | 85-86 | B |
| 5.5 | 87-89 | B+ |
| 6 | 90-92 | A- |
| 6.5 | 93-94 | A |
| 7 | 95-97 | A |
| 7.5 | 98-99 | A+ |
| 8 | 100 | A+ |

HOMWORK, GRADES, TESTING, CONT.

Quarter and Mid-Quarter Final End Dates

| | <u>Mid-Point of Quarter</u> | <u>End of Quarter</u> |
|-----------|-----------------------------|-----------------------|
| Quarter 1 | October 2 | *November 8 |
| Quarter 2 | December 13 | *January 31 |
| Quarter 3 | March 7 | *April 11 |
| Quarter 4 | May 23 | *June 26 |

*Report cards will be posted on the Parent Portal the following week after the end of quarter date. Parents will receive a K-12 email when reports are posted and can be viewed.

End-of-Year Assessments

End-of-Year Assessments are integral in tracking the progress of each student. These assessments take place at the end of each school year and may not be skipped. After the scheduled exams there will be one make-up date for students with excused absences. Please note this is the only day for make-up tests, students are not permitted to take the exams early.

All End-of-Year Assessments days are early dismissal days (mostly 11:30am dismissal). Please see the calendar of Important Dates for further details.

Academic Promotion Policy

The faculty and staff at the Dobbs Ferry Middle School work hard to support student learning and are dedicated to the academic and social success of each student. We strongly believe that a student's success is directly related to his or her attendance, effort, and work. Students should always put forth their "best efforts" in order to achieve academic success. Every attempt will be made by the Middle School staff to prevent student failure. However, failure occasionally occurs. If a student does not successfully complete their course requirements, they have not mastered the beginning levels necessary for success beyond middle school. Without this record of success, it is recommended that the student: a) be retained; b) be required to attend summer school; or c) be required to attend an alternative approved program to pick up the necessary skills for that course. Please see BOE policy 4750 for further information.

CO-CURRICULAR ACTIVITIES & ATHLETICS

Dobbs Ferry Middle School offers a variety of before and after-school, as well as lunchtime activities, which give our students a chance to develop their interests and abilities as well as friendships. All students are encouraged to become involved in before and after-school activities during the year. **If a student is absent from school or arrives at school after 12:00 p.m., they cannot participate in any after-school / evening activities or sporting events on that same day.** Permission slips and emergency contact information for student participation in co-curricular activities will also be sent home with students by their club advisor on the first day the club meets. All school clubs will begin by mid-October.

Co-Curricular Clubs



Chess Club
Coder Z Club
DFMS Newspaper
Drama Club
Dungeons and Dragons Club
Flight
French Honor Society
Gaming Club
Girls Who Code
Glee
Italian Honor Society
Jazz Band
Math Olympiads (6th/7th/8th)
National Junior Honor Society
No Place For Hate
Orchestra
Peer Tutoring Club
Spanish Honor Society
Student Government
Yearbook
Youth-to-Youth



CO-CURRICULAR ACTIVITIES & ATHLETICS, CONT.

Academic Performance Standards for Co-Curricular Activities and Athletics

Any student who is planning on participating in a co-curricular activity and is currently failing or is in danger of failing one or more classes (as indicated on the Progress Report or Report Card) will begin that activity on probation.

Students who are participating in a co-curricular activity who are currently failing or are in danger of failing one or more subjects (as indicated on the Progress Report or Report Card) are put on academic probation for two weeks. During this initial probationary period, they can remain on the roster and may participate in any and all practices and games/competitions. It is required that the probationary student attend T-periods with the teacher of the class they are failing, attend all classes, and complete all assignments.

At the end of the two-week probationary period, the student will be responsible for submitting a blank Probationary Progress Report (PPR) to their teachers for all subjects. Each teacher will fill out the progress report, and the student will promptly deliver the completed report to the Assistant Principal's Office. PPR forms are available in the Middle School Office.

The student's progress during the probationary period will be reviewed by the Assistant Principal. If the PPR indicates the student is passing, the academic probation will end. If the student is not passing, but demonstrates significant effort to raise his/her grades, the academic probation will be extended for an additional two weeks. The student will be able to fully participate on their team when the determination is made by the Assistant Principal. If the student is failing and also not showing any effort to raise their grade, they will remain on the roster but may not play in any games or participate in any practices. Attendance at T-period is still required.

At the end of the second two-week probationary period, the student is responsible for submitting another blank PPR to their teachers and then promptly delivering the completed PPR to the Assistant Principal.

If the student is failing one or more subjects after the second two-week probationary period, they will be removed from all co-curricular activities.

Any student, who is removed from an activity due to academic failures, may not try out or participate in an activity until the progress report or report card demonstrates they are passing all subjects. Any student, who has brought their grades up to passing after the co-curricular activity has started, will be considered for participating in the activity. Any student, who fails one or more classes for the year, will be ineligible for the fall co-curricular activity.

CO-CURRICULAR ACTIVITIES & ATHLETICS, CONT.

Sports Registration

All student sport registration is completed through **FamilyID**. FamilyID is a secure registration platform that provides families with an easy, user-friendly way to register for our athletic programs, and helps us be more administratively efficient and environmentally responsible. When you register through FamilyID, the system keeps track of your information in your FamilyID profile. You will enter your demographics once and can make updates as needed.

Please make sure your child's registration is complete by the deadlines listed below. Students will NOT be able to try out until registration is complete and cleared by the school's medical director.

- **[HEALTH APPRAISAL FORM \(CURRENT PHYSICAL\)](#)**
A physical exam is required for medical clearance and must have been completed within 12 months prior to the start of any sport season. Please **upload the completed physical through FamilyID**. (Note: It is important for parents to upload their child's health appraisal as we do not have access to do so from here.)
- **[FamilyID ONLINE REGISTRATION](#)**
Must be completed within 30 days of the start of each sports season.

HEALTH REQUIREMENTS

Physical Examination

All 7th grade students and all new students are required by New York State law to have a physical examination. It is recommended that your own health care provider (MD, NP, or PA) perform this evaluation, as they are most familiar with your child's health history. The physical examination is accepted if completed not more than 1 year prior to the start of the current school year. If your child has a physical from their primary care provider, the completed, required forms should be returned to the Health Office within 30 days of school entrance for returning students or before the first day of school for new students.

New York State Education Law requires that all students in grades 5 through 9 be screened annually for scoliosis (curvature of the spine). Girls and boys will be screened separately in physical education classes. Boys will be required to remove their shirts and girls should wear appropriate undergarments or bathing suit tops. The school nurse also conducts vision and hearing screening for all students in 7th grade. You will be notified if any possible problems are found.

Immunizations

NYS Public Health Law states that all children attending public school must be immunized against diphtheria, polio, measles, mumps, rubella, Haemophilus influenzae Type B (Hib), hepatitis B and varicella. This law further defines requirements for admission into kindergarten, elementary and secondary schools. Examples of acceptable proof of immunization include a certificate of immunization from a physician or health care facility or a signed transcript of the immunization portion of the health record from the previous school. **Students will be excluded from attending school until the appropriate documentation is completed.** The New York State Department of Health enacted a change in the immunization requirement for students who enter 6th grade. Students who are entering 6th grade on or after September 1, 2017, and who are 11 years of age or older must receive an immunization containing tetanus toxoids, diphtheria, and acellular pertussis (Tdap). Students who are entering 6th grade are tracked for two years in the event that they are not eligible for the current vaccine.

Medications

No medication should be brought to school without the knowledge of the health office. Only those medications which are necessary to maintain a student in school and must be given during school hours should be administered. A written order from a licensed prescriber (MD, NP, PA) and written parent/guardian permission to administer the medication is required. This includes both prescription and nonprescription (OTC) medications. The parent/guardian must assume responsibility to have the prescription medication delivered to the health office in a properly labeled, original pharmacy container. OTC medications must be in the original manufacturer's container/package with the student's name on the container.

Medications should not be transported daily to and from school. Parents should ask the pharmacist for two containers, one to remain at home and one at school. Students may be permitted to carry and self-administer their own prescribed medication (i.e. Asthma inhaler, epi-pen), if the school nurse receives written permission from the student's health care provider and parental consent.

EXPECTATIONS FOR STUDENT BEHAVIOR

Code of Conduct

The code of conduct is a framework of behavioral expectations for all students at the Middle School.

I. Students are expected to follow all laws set down by state and local authorities including but not limited to those regarding:

- Theft
- Vandalism / littering
- Physical assault
- Verbal / sexual harassment
- Plagiarism
- Use / possession of controlled substances (drugs, alcohol, and tobacco)

II. Prohibited Items

The following items are prohibited on school grounds at any time:

- | | |
|----------------------|------------------------------------|
| lighters/matches | explosives/firecrackers |
| cigarettes | drugs |
| alcohol | weapons of any kind (real or fake) |
| vaping paraphernalia | |

a) Skateboards, Scooters, Rollerblades, Etc.

These items **MUST** be stored in a locker until the end of the school day. Their use is prohibited **ON SCHOOL GROUNDS**.

b) Lacrosse Sticks, Baseball Bats, Balls, and Other Sporting Equipment

These items **MUST** immediately be stored in a locker or in the locker room if they are too large to fit in the locker.

d) Gum, Food and Drinks

Students are not permitted to chew gum on the school premises. With the exception of water, no food or drinks may be consumed outside of the cafeteria.

EXPECTATIONS FOR STUDENT BEHAVIOR, CONT.



DFMS S.O.A.R. Matrix



| S.O.A.R. in all locations | HALLWAYS & LOCKERS | CLASSROOM | TECHNOLOGY | BATHROOM | RECESS | CAFETERIA |
|--|---|---|---|---|---|--|
| S is for Self-Management | <ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Walk to the right in the hallways and stairwells Throw garbage and recycling in proper bins Be mindful and share the physical space | <ul style="list-style-type: none"> Be mindful Use your WISE mind Keep hands, feet, and other objects to yourself Use appropriate volume level Sit with all chair legs on the floor Come prepared for learning with all materials and supplies ready | <ul style="list-style-type: none"> Store cell phones in lockers during the school day Handle device with care Bring devices fully charged to school Bring headphones to class daily Keep passwords private | <ul style="list-style-type: none"> Walk at all times Keep hands and feet to self Keep volume at level 0 or 1 | <ul style="list-style-type: none"> Take and return equipment in an orderly fashion Keep hands and feet to yourself Beware of activities around you Listen for whistle to stop Follow staff directions | <ul style="list-style-type: none"> Walk at all times Follow staff direction the first time given Stay seated with your feet on the floor Wait patiently in line for your meal |
| O is for On-Task | <ul style="list-style-type: none"> Plan your day - carry only what you need for a few classes at a time Close and lock your locker gently and use your combination to open it Keep lockers neat and organized | <ul style="list-style-type: none"> Arrive on time and be in your seat by the 2nd bell Actively listen and follow directions Work mindfully (do one thing at a time) | <ul style="list-style-type: none"> Work mindfully (do one thing at a time) and effectively Stay on assigned site Use technology as directed by teacher/staff | <ul style="list-style-type: none"> Use facilities appropriately (one person per stall) Go, Flush, Wash Throw garbage in proper bins Use water, paper towels, and toilet paper appropriately | <ul style="list-style-type: none"> Follow rules Line up when called Face forward in line Stay in line when walking in and out of buildings Walk calmly Put personal belongings in proper place | <ul style="list-style-type: none"> Visit your locker before lunch and bring only necessary belongings to the Commons Eat food carefully Clean up eating area Throw garbage and recycling in proper bins. |
| A is for Achievement | <ul style="list-style-type: none"> Have a hall pass with you at all times Be in your classroom before the 2nd bell Memorize your locker combination and keep it private | <ul style="list-style-type: none"> Advocate for yourself and others - Speak Up/ Speak Out Make up missed work after an absence Do your own work and give it your best effort Use all classroom materials as directed by your teacher Be a risk taker - mistakes help us to learn | <ul style="list-style-type: none"> Use device for academic purposes only Be creative and open-minded to new technology Store headphones/ earbuds when not being used in the lesson | <ul style="list-style-type: none"> Use quickly and return to class or previous location | <ul style="list-style-type: none"> Line up quickly Be alert Strive to make friends with others | <ul style="list-style-type: none"> Seek out an adult for help Leave your area cleaner than before Be inclusive - welcome others to your table |
| R is for Respect | <ul style="list-style-type: none"> Follow adult instructions the first time given Use S.O.A.R. language in hallways Keep conversation at volume 0-1 and move directly to your next period Treat others with dignity and respect | <ul style="list-style-type: none"> Use appropriate volume level and S.O.A.R. language Raise your hand and wait to be recognized before speaking or leaving your seat Work cooperatively with adults and fellow students | <ul style="list-style-type: none"> Use all devices properly Be responsible with your digital footprint Communicate with dignity, respect, and kindness online Be an Upstander - Report cyberbullying to an adult | <ul style="list-style-type: none"> Keep it clean Wait your turn Report any concerns or issues with the facility to an adult Respect the privacy and dignity of others | <ul style="list-style-type: none"> Throw garbage and recycling in proper bins Use all equipment properly Invite others to join you Take turns Practice good sportsmanship Touch only your belongings Report problems to an adult | <ul style="list-style-type: none"> Keep volume at a 2 Keep volume at 0 when you hear the whistle Keep hands and feet to yourself Use S.O.A.R. language |

EXPECTATIONS FOR STUDENT BEHAVIOR, CONT.

S.O.A.R. Matrix for Academic Study

| S.O.A.R. | Academic Study |
|---|--|
| S is for Self-Management | <ul style="list-style-type: none">• Keep and use a weekly planner for assignments• Plan strategies and take action to achieve personal and academic goals• Bring necessary equipment and supplies to class• Keep an organized and logical system of information files/notebooks |
| O is for On-Task | <ul style="list-style-type: none">• Check and respond to school emails• Complete and submit work on Google Classroom/as assigned by teacher |
| A is for Achievement | <ul style="list-style-type: none">• Set goals• Monitor your grades on student portal• Advocate for your academic and social needs• Fully participate and engage in lessons |
| R is for Respect | <ul style="list-style-type: none">• Do not disrupt others who are trying to get work done• Keep volume level at a 0 or 1 |

EXPECTATIONS FOR STUDENT BEHAVIOR, CONT.

Additional Rules for the Commons

Students are only allowed to purchase and eat food in the Commons during their grade level lunch period or before school for breakfast. Menus are posted in various places in the building and are available online.

Behavior in the cafeteria should be appropriate at all times.

- No throwing food.
- No running/pushing/horseplay.
- Students should be seated after purchasing their food/drink.
- Students must stay in the cafeteria unless they have a pass from a teacher.
- Students should be respectful to all adults in the cafeteria.
- Students must clean their table and table area before going to any activity.
- **No deliveries from restaurants, delis, coffee shops, etc. are allowed. Any deliveries will be turned away or disposed of.**
- **Students are not allowed in the Commons during their class periods to eat or purchase snacks/drinks.**

WATER IS THE ONLY FOOD OR BEVERAGE ALLOWED OUT OF THE CAFETERIA.

Recycling Rules

The Commons and every classroom has a garbage can and a recycle bin. All papers must go into the recycle bin and all other trash should go into the garbage can. There are garbage, paper, compost, and plastic receptacles in all hallways and the commons for students to properly dispose of their garbage.

School Chromebooks and Internet Use

All students have been issued Chromebooks by the school district to be used for both in-school and at home use. Chromebooks are an integral part of the learning process and students are required to bring Chromebooks to school every day. These devices should be cared for appropriately, **charged nightly**, and returned at the end of the school year. Please see the Chromebook Handbook in the Appendix section of this handbook.

The school district highly recommends the purchase of Chromebook insurance to cover accidental damage, loss, or theft. Further information regarding insurance plans can be found on the Middle School website in the *Welcome Back to School* section under the *Parents* tab, as well as in the Chromebook Handbook in the Appendix of this handbook.

Internet Use: As part of any student's education, they will need to utilize computer resources and the Internet. Proper etiquette is expected and required. See Appendix for the Student Network Agreement.

EXPECTATIONS FOR STUDENT BEHAVIOR, CONT.

Virtual Learning

At times students may be meeting for classes via Google Meet. Please follow the guidelines below for appropriate Google Meet behavior.

Google Meet Expectations

1) Be Appropriate

- Use school appropriate language.
- Act and speak as if you were talking in class.
- Wear school appropriate clothing.
- Your video should be on.

2) Be Respectful

- Respect your classmates and teachers.
- Think before you speak, act, or post.
- No recordings or pictures allowed during the Meet.

3) Be Patient

- Wait your turn to ask questions or participate.
- Use the chat feature only for posting a question or response to the discussion.

Helpful Tips:

- Set yourself up in a distraction free area.
- Use the microphone button to mute and unmute yourself.
- Use the chat feature.
- Leave the Meet once it is finished.

Dress Code

The Board of Education of the Dobbs Ferry Schools District believes that the responsibility for student dress and general appearance rests with the individual students and parents. However, the Board requires students to attend school in appropriate dress that meets health and safety standards and does not interfere with the learning process.

Appropriate school dress has a positive impact on student behavior and increases the esteem in which students and the community regard the school. Students have the responsibility to use discretion and common sense in their choice of clothing. Students are expected to wear clothing appropriate to the school.

Students CANNOT wear:

- Violent language or images.
- Images or language depicting drugs or alcohol (or an illegal item or activity) or the use of same.
- Hate speech, profanity, or pornography.
- Images and/or language that create a hostile or intimidating environment based on any protected class.
- Visible underwear or bathing suits of similar design – visible waistbands or straps on undergarments worn under clothing are not a violation.
- Helmets, hoodies which cover the head or other headgear that obstructs the face.
- Clothing or footwear that could pose a safety hazard.

Administrative personnel have the authority to require a student to change his/her attire should it be deemed inappropriate according to the guidelines.

EXPECTATIONS FOR STUDENT BEHAVIOR, CONT.

Probation

If a student receives three disciplinary referrals the student will be placed on probation and provided with a behavioral improvement plan. Every student placed on probation has the opportunity to be taken off by adhering to the Code of Conduct, following the plan, and exhibiting appropriate behavior. Grade level teams will meet monthly to discuss each student's progress towards behavioral goals and possible removal from probation. Students in danger of failing and/or currently failing two or more courses will be placed on probation and provided with an academic improvement plan.

Students who remain on probation for academic and/or behavioral reasons will be prohibited from participating in school sponsored activities and trips. During this time, students will receive academic support to achieve their behavioral and/or academic goals.

*It should be noted that when an offense is deemed particularly egregious by the administrators, the consequence for such an offense will be determined solely at the discretion of the administrators.

STUDENT RIGHTS & RESPONSIBILITY

Rights and Responsibilities

- Students have the *right* to be protected from intimidation, harassment or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion or religious practice, disability, sexual orientation or gender, by school employees or other students.
- Students have the *responsibility* to respect one another and treat each other fairly, civilly and with dignity according to the Code of Conduct, other district policies, and the Dignity for All Students Act.
- Students have the *responsibility* to promote an environment that is free from intimidation, harassment or discrimination.
- Students have the *responsibility* to report incidents of discrimination and harassment that are experienced, witnessed, or otherwise brought to their attention. Incidents are to be reported in a timely manner.

Incidents may be reported to the classroom teacher, guidance office, main office or on Anonymous Alerts.

Dignity for All Students Act (DASA)

Dobbs Ferry Middle School is committed to providing an educational and working environment that promotes respect, dignity, and equality. A safe and supportive learning environment free from discrimination, intimidation, taunting, harassment, and bullying is essential for student achievement. DFMS prohibits all forms of discrimination and harassment of students by school employees or by other students. This includes incidents on school property, on a school bus, and at school-sponsored activities, including events that take place off school property. The district prohibits all forms of discrimination and harassment based on actual or perceived:

- | | | |
|----------|----------------------------------|------------------------------|
| ● race | ● national origin | ● mental or physical ability |
| ● sex | ● ethnic group | ● sexual orientation |
| ● weight | ● religion or religious practice | ● gender identity |
| | | ● hair and appearance |

DFMS will investigate reported incidents of discrimination, harassment, and bullying, including cyberbullying. Students who fail to act in a respectful, dignified, and civil manner toward others may be subject to formal disciplinary action, including loss of privileges, detention, in-school suspension, or out-of-school suspension. Disciplinary consequences will be assigned as appropriate according to the District Code of Conduct.

School Policy Regarding Sexual Harassment

The Board of Education affirms its commitment to non-discrimination and recognizes its responsibility to provide for all District students an environment that is free of sexual harassment and intimidation. Sexual harassment is a violation of law and stands in direct opposition to District policy. Therefore, the Board prohibits all forms of sexual harassment by employees and students. Generally, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. **Dr. Darrell Stinchcomb, Assistant Superintendent of Curriculum, Instruction, & Equity is the Title VII and Title IX Coordinator for the District.**

STUDENT RIGHTS & RESPONSIBILITY, CONT.

Citizenship

All students and staff are expected to exhibit the qualities of good citizenship.

Characteristics of a successful student:

- *A great deal of curiosity; wants to know the reasons and causes for things*
- *Ability to express / defend opinions / ideas orally*
- *Ability to express / defend opinions / ideas in writing*
- *Is a keen and alert observer; recognizes a deeper meaning in answer or solution*
- *Demonstrates a commitment to task completion beyond minimum expectations and meets assignment deadlines*
- *Displays an organizational style that does not inhibit learning*
- *Demonstrates responsibility and accountability for independent and group work*
- *Is respectful of the learning environment*
- *Show courtesy and consideration to everyone*
- *Treat school and other people's property as though it were your own*
- *Be honest*
- *Respect other people's abilities, ideas, and differences*
- *Conform to all classroom procedures and requirements*
- *Arrive to school and class on time*

VISITORS TO SCHOOL

Building Visitors

No matter what office, room, or person you plan on visiting, you must enter the building and sign in immediately at the security desk to receive your visitor's pass. For security reasons, identification is required to issue a visitor's pass. If you are seen in the hallway without a visitor's pass, you will be asked to return to the security desk to get one. Please call in advance to set up an appointment for your visit. Please do not go to any offices or classrooms without an appointment. This includes the school cafeteria, library, and gymnasium. Visitors are not permitted upstairs to meet with staff without notification to the teacher.

Student Visitors

As a general rule, students are not allowed to have guests accompany them to school, to school dances, or to school activity nights.

POLICIES ON STUDENT BELONGINGS & LOCKERS

Backpacks and Lockers

Lockers are issued to all students. To keep the space between desks clear of clutter and to prevent potential injury, backpacks are to be left in students' lockers during the day. Students should only bring what they need to class, and return to their locker in between classes. Remember, **your valuables are safest at home**. Rolling backpacks are not permitted.

Cell Phones, Earbuds, and Other Personal Electronics

In effort to combat issues relating to screen time, health, and to implement policies that promote mindfulness and social and emotional learning, cell phone, iPad, wireless/wired earbuds, as well as any other personal electronic use will not be permitted during the school day. Students in grades 6-8 now have "phone-free" days while they are in school. From 8:12am-3:20pm cell phones and other personal electronics must be turned off in the students' lockers or left at home. While students may bring their phones to school for use before and after the school day, they will no longer be permitted during lunch and recess or to carry on their person. Any phone, earbuds, or other electronic device observed during the school day will be confiscated until the end of the day. Repeat offenders may receive lunch detention or further disciplinary action.

Lost and Found

The lost and found bin is located in the Middle School lobby. Please remind your child to check the lost and found bin periodically for lost items. All remaining articles will be donated to a local charity at the end of December and at the end of the school year, in June. A school-wide email, as well as daily announcements, will be made to notify you of this in advance.

Appendix

| Middle Years Program (MYP) Approaches to Learning Skills Teacher Recommendation Rubric for Algebra 1 & Earth Science | Novice Level 1-2 | Learner Level 3-4 | Practitioner Level 5-6 | Expert Level 7-8 |
|--|--|--|---|--|
| Self-Management: Organization | You have been instructed in these skills, but rarely use them. | You use these skills if they are shown or specifically asked of you. | You often demonstrate these skills effectively without being asked. | You show others how to use these skills to self-assess your use of them. |
| Bring necessary supplies to class <i>(including completed homework)</i> | | | | |
| Keep an organized and logical system of information files/notebook <i>(You are able to find and refer to notes, classwork examples, and other resources when necessary)</i> | | | | |
| Self-Management: Reflection | You have been instructed in these skills, but rarely use them. | You use these skills if they are shown or specifically asked of you. | You often demonstrate these skills effectively without being asked. | You show others how to use these skills to self-assess your use of them. |
| Develop new skills, techniques and strategies for effective learning | | | | |
| Identify strengths and weaknesses of personal learning strategies | | | | |
| Social: Collaborative | You have been instructed in these skills, but rarely use them. | You use these skills if they are shown or specifically asked of you. | You often demonstrate these skills effectively without being asked. | You show others how to use these skills to self-assess your use of them. |
| Give and receive meaningful feedback <i>(You are able to work independently, in a group, give and receive constructive criticism)</i> | | | | |
| Thinking: Creative | You have been instructed in these skills, but rarely use them. | You use these skills if they are shown or specifically asked of you. | You often demonstrate these skills effectively without being asked. | You show others how to use these skills to self-assess your use of them. |
| Inquire in different contexts to gain a different perspective <i>(You ask clarifying questions, and go above and beyond)</i> | | | | |
| Thinking: Critical | | | | |
| Consider ideas from multiple perspectives <i>(You are able to solve problems in different ways)</i> | | | | |
| Thinking: Transfer Skills | | | | |
| Apply skills and knowledge to unfamiliar situations | | | | |

DOBBS FERRY MIDDLE SCHOOL - FACULTY/STAFF 2024 / 2025
Principal, Patrick Mussolini / Assistant Principal, Anne Pecunia
Director of Special Education, Shari Kaplan

Grade 6 Team

| | |
|------------------|---|
| Claudia Ducic | Lang & Lit/ AIS 6 & 7 <i>(Team Leader)</i> |
| Edward Feller | Lang & Lit/ AIS 6 & 7 |
| Michael Hanley | Science |
| Jennifer Hickey | Individuals & Societies |
| Jossue Infante | Individuals & Societies |
| Julianne Laverty | Mathematics/ AIS 6 & 7 |
| Alison Malfesi | Mathematics/ Lab/ AIS |
| Leslie Marx | Science |

Grade 7 Team

| | |
|----------------------------|------------------------------|
| Noah Appleton | Algebra 1 / Mathematics |
| Jossue Infante | Individuals & Societies |
| Rachael Lief | Language & Literature |
| Katia Marques | Individuals & Societies |
| Leslie Marx | Science |
| Jennifer Pampillonio-Duran | Mathematics |
| Jin Park | Science <i>(Team Leader)</i> |
| Jill Rosenblum | Lang & Lit/ Lab/ AIS |

Grade 8 Team

| | |
|------------------|--|
| Noah Appleton | Algebra 1/ Lab |
| Melissa Gretczko | Lang & Lit <i>(Team Leader)</i> |
| Jossue Infante | Individuals & Societies |
| Joshua Isaacson | Earth Science/ Lab/ How Stuff Works |
| Leslie Marx | Science |
| Jill Rosenblum | Lang & Lit/ Lab/ AIS |
| Nycole Tobey | Individuals & Societies |
| Tina Wood | Algebra 1 / Mathematics |

Language Department

| | |
|--------------------|---------|
| Stephanie González | French |
| Danielle Huyter | Spanish |
| Jessica McCrane | Spanish |
| Maria Piparo | Italian |

Exploratory

| | |
|------------------|--------------------|
| Erik Bartell | Physical Education |
| Lynette Colón | Digital Design |
| Georgia DeFalco | Chorus |
| Adrienne Fuller | Orchestra |
| Jeffrey González | Art |
| Paul Huneke | Band |
| J.P. Kaminski | Design |
| Deena Mehran | Physical Education |
| Rebecca Wing | Health |

Support Services – Professional Faculty

| | |
|-------------------------|---|
| Lisa Alfonzetti | Special Education |
| Juliana Caputo | SAS Counselor |
| Sarah Consiglio | English as a New Lang. |
| Kelli Cronin | School Nurse |
| Aaron Crug | Special Education |
| Cara de Leon | School Nurse |
| Nathalie Del Vecchio | Special Education |
| Ellen Elsen | Librarian |
| Christine Grenier | Special Education |
| Sandra Hacker | 6 th /7 th Grd.School Counselor |
| Michael Jaros | 6 th /8 th Grd.School Counselor |
| Sheila Kusi-Asare | Social Worker |
| Jennifer Pirragila | Psychologist |
| Denise Rivera | Special Education |
| Josh Rosen | K-8 Mathematics Specialist |
| Max Rosen | School Psychologist |
| Rosann Russo | English as a New Lang. |
| Kristine Shine | Special Education |
| Beth Tyler | Speech and Language |
| Ross Wolosky | Special Education |
| Michelle Yang-Kaczmarek | Literacy Coordinator |
| Carol Yeske | Special Education |

Technology Department

| | |
|-----------------|------------------------------|
| Terance Huyter | Director of Technology |
| Amber Klebanoff | Dir. of Instruct. Tech./ CIO |
| Raymond Rivera | Network Specialist |

Secretaries/Clerical

| | |
|--------------------|------------------------|
| Denise Cunningham | Counseling Office |
| Jessica Greco | SPED Office |
| Lindsay Hutchinson | Secretary to Principal |
| Alissa Salerno | Attendance Office |
| Raquela Zimbaldi | Office Assistant |

Instructional Aides

| | |
|-----------------|-----------------|
| Anthony Algieri | Tsha Gregory |
| Charles Barnett | Andrew Manuele |
| Tonya Brooks | Jehona Pruthi |
| Elizabeth Felix | Deborah Randone |
| Bruce Greenberg | Marc Richter |

Permanent Substitute

Yuanaid Liriano
 Brandon Sealey

Custodial Staff

Phil Biancardi
 Jerome Massicot
 Neil Mullens

Lunch Aides

Angela Trevino
 Neil Buchalter

Important School Telephone Numbers / Email Addresses

| MIDDLE SCHOOL MAIN OFFICE | | |
|---|--------------------------|--|
| Name | Telephone (914) 693-7640 | E-mail |
| Principal, Patrick Mussolini | Ext. 3040 (to secretary) | mussolinip@dfsd.org |
| Assistant Principal, Anne Pecunia | Ext. 3020 (to secretary) | pecuniaa@dfsd.org |
| Sec. to Principal, Lindsay Hutchinson | Ext. 3040 | hutchinsonl@dfsd.org |
| Sec. to Assist. Principal, Raquela Zimbaldi | Ext. 3020 | zimbaldir@dfsd.org |

| ATTENDANCE OFFICE | | |
|---------------------------------|--------------------------|--|
| Name | Telephone (914) 693-7640 | E-mail |
| Middle School Attendance Office | Ext. 3073 | msattendance@dfsd.org |

| NURSES OFFICE | | |
|---------------------|--------------------------|--|
| Name | Telephone (914) 693-7640 | E-mail |
| Nurse, Cara Deleon | Ext. 3046 | deleonc@dfsd.org |
| Nurse, Kelli Cronin | Ext. 3001 | cronink@dfsd.org |

| SPECIAL EDUCATION OFFICE | | |
|---|--------------------------|--|
| Name | Telephone (914) 693-7640 | E-mail |
| Director of Special Education, Shari Kaplan | Ext. 3022 (to secretary) | kaplans@dfsd.org |
| Assistant Director of Sp. Ed., Sarah Grosso | Ext. 3022 (to secretary) | grossos@dfsd.org |
| Sec. to Spe. Ed. Dept., Jessica Greco | Ext. 3022 | grecoj@dfsd.org |

SCHOOL COUNSELING OFFICE

| Name | Telephone (914) 693-7640 | E-mail |
|--|---------------------------------|--|
| School Counselor, Michael Jaros | Ext. 3014 (to secretary) | jarosm@dfsd.org |
| School Counselor, Sandra Hacker | Ext. 3017 | hackers@dfsd.org |
| Secretary to Counseling Department, Denise Cunningham | Ext. 3014 | cunninghamd@dfsd.org |
| Social Worker, Sheila Kusi-Asare | Ext. 3014 (to secretary) | kusiasares@dfsd.org |
| School Psychologist, Jennifer Pirraglia | Ext. 3014 (to secretary) | pirragliaj@dfsd.org |

ATHLETIC OFFICE

| Name | Telephone (914) 693-7640 | E-mail |
|---|---------------------------------|--|
| Director of Athletics, Andrew Klaich | Ext. 3110 (to secretary) | klaicha@dfsd.org |
| Athletic Office Secretary, Joanne Mattina | Ext. 3110 | mattinaj@dfsd.org |

BUSINESS OFFICE

| Name | Telephone (914) 693-7640 | E-mail |
|-------------------------------|---------------------------------|--|
| Office Assistant, Jason Balbo | Ext. 3025 | balboj@dfsd.org |
| Registrar, Mercedes Dominguez | Ext. 3034 | dominguezm@dfsd.org |



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



Resolution of Respect

1

I WILL SEEK TO GAIN understanding of those who are different from myself.

2

I WILL SPEAK OUT AGAINST prejudice and discrimination.

3

I WILL REACH OUT to support those who are targets of hate.

4

I WILL PROMOTE respect for people and help foster a prejudice-free school.

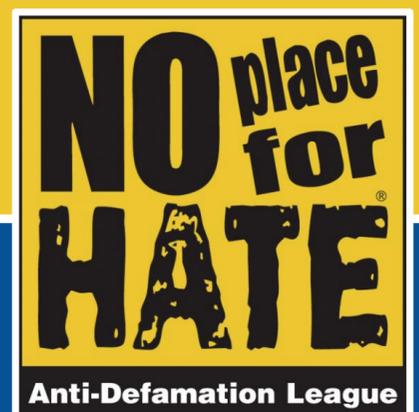
5

I BELIEVE that one person can make a difference — no person can be an “innocent” bystander when it comes to opposing hate.

6

I RECOGNIZE that respecting individual dignity and promoting intergroup harmony are the responsibilities of all students.

Have You Signed the Resolution of Respect Yet?
Find out how from your school's No Place For Hate® committee.



DFMS Discipline Code

Disciplinary Measures Continuum

| | | | | | | | |
|----------------------------|-------------------------|-----------------------------------|---------------------------------------|----------------------|-------------------------------------|---|--------------------------|
| Minimum | | | | | | | Maximum |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Warnings (Oral or written) | Disciplinary Conference | Detention (lunch or after school) | Exclusion from Teams, Trips and Clubs | In-School Suspension | Out-of-School Suspension (1-5 days) | Out-of-School Suspension (More than 5 Days) | Superintendent's Hearing |

In addition to counseling, a range of penalties is listed for each offense. Based on the individual circumstances, the administration has the discretion to determine the specific penalty, within the specified range, for a particular offense. However, it can include more than one penalty such as, an after-school detention paired with an in-school suspension or the same penalty applied multiple times such as, several days of detention. Progressive discipline is also practiced. If a student repeatedly violates the discipline code the consequence will continue to increase. If the administration deems that an offense is particularly egregious the maximum penalty may be assigned even if it is a first offense.

| Electronic Devices | | |
|--|--------------------------------------|---|
| Infraction Category | Minimum Penalty | Maximum Penalty |
| Violating the DFSD Acceptable Use Policy for Technology | Warning (oral or written) | In-school suspension and/or suspension of computer privileges |
| Unauthorized use of cell phone, iPads, laser lights, or other electronic devices in school | Confiscation of device and detention | In-school Suspension |
| Altering Chromebook (i.e. stickers, markers, damage to keyboard, screen) | Detention | In-school suspension and/or suspension of computer privileges |
| Hacking into another student's personal device or email | In-School suspension | Out-of-school suspension and/or suspension of computer privileges |
| Dress Code | | |
| Infraction Category | Minimum Penalty | Maximum Penalty |
| Wearing inappropriate clothing as described in the Code of Conduct | Warning (oral or written) | Out-of-school suspension |

Academic Dishonesty

| Infraction Category | Minimum Penalty | Maximum Penalty |
|--|-------------------------|----------------------|
| Cheating (e.g. copying from another student's work, using unauthorized material or collaborating with another student during a test) | Disciplinary Conference | In-school Suspension |
| Plagiarizing (using another's work and claiming it as your own without required citation) | Disciplinary Conference | In-school Suspension |
| Collusion (assisting another student in any of the above actions) | Disciplinary Conference | In-school Suspension |

Attendance

| Infraction Category | Minimum Penalty | Maximum Penalty |
|--|---------------------------|--------------------------|
| Cutting class | Detention | In-school Suspension |
| Leaving class without authorization | Detention | In-school Suspension |
| Leaving the building/ campus without authorization | Detention | Out-of-school Suspension |
| Tardiness to class/school | Warning (oral or written) | In-school Suspension |
| Unexcused/Illegal Absences (Truancy) | In-school Suspension | In-school Suspension |

Insubordination

| Infraction Category | Minimum Penalty | Maximum Penalty |
|--|---------------------------|--------------------------|
| Failing to follow school rules and staff directions | Warning (oral or written) | Out-of-school suspension |
| Willfully disobeying the reasonable directives of school staff | Detention | Out-of-school Suspension |
| Willfully refusing to express oneself in a way that is respectful and appropriate | Detention | Out-of-school Suspension |
| Failing to report to detention | Detention | Out-of-school Suspension |
| Engaging in disruptive behavior and/or interfering with the educational process | Warning (oral or written) | In-school Suspension |
| Repeatedly engaging in disruptive behavior and/or creating a substantial interference with the educational process | Detention | Out-of-school Suspension |
| Trespassing on school grounds/ property. | Detention | Out-of-school Suspension |

In addition to counseling, a range of penalties is listed for each offense. Based on the individual circumstances, the administration has the discretion to determine the specific penalty, within the specified range, for a particular offense. However, it can include more than one penalty such as, an after-school detention paired with an in-school suspension or the same penalty applied multiple times such as, several days of detention. Progressive discipline is also practiced. If a student repeatedly violates the discipline code the consequence will continue to increase. If the administration deems that an offense is particularly egregious the maximum penalty may be assigned even if it is a first offense.

| Inappropriate Behavior (Verbal) | | |
|--|---------------------------|--------------------------|
| Infraction Category | Minimum Penalty | Maximum Penalty |
| Use of profanity or obscene language | Warning (oral or written) | In-school Suspension |
| Name calling | Warning (oral or written) | Detention |
| Making excessive noise in the hallways | Warning (oral or written) | In-school Suspension |
| Making sexually suggestive comments or innuendoes | Detention | In-school Suspension |
| Threatening harm to others | Detention | Superintendent's Hearing |
| Threatening to harm property | Detention | In-school Suspension |
| Using abusive or threatening language | Disciplinary Conference | Out-of-school Suspension |
| Using abusive or threatening language that provokes a fight | Detention | Out-of-school Suspension |
| Inappropriate Behavior (Physical) | | |
| Infraction Category | Minimum Penalty | Maximum Penalty |
| Littering | Warning (oral or written) | Detention |
| Gum chewing | Warning (oral or written) | Detention |
| Forgery of a note or signature | Disciplinary Conference | In-school Suspension |
| Engaging in horseplay and/or running in the hallways | Warning (oral or written) | In-school Suspension |
| Failing to follow cafeteria rules as stated in the Code of Conduct | Warning (oral or written) | Out-of-school Suspension |
| Making abusive, obscene, vulgar or indecent gestures | Disciplinary Conference | In-school Suspension |
| Use of skateboards or scooters on school property | Warning (oral or written) | In-school Suspension |
| Any form of Gambling | Detention | Out-of-school Suspension |

In addition to counseling, a range of penalties is listed for each offense. Based on the individual circumstances, the administration has the discretion to determine the specific penalty, within the specified range, for a particular offense. However, it can include more than one penalty such as, an after-school detention paired with an in-school suspension or the same penalty applied multiple times such as, several days of detention. Progressive discipline is also practiced. If a student repeatedly violates the discipline code the consequence will continue to increase. If the administration deems that an offense is particularly egregious the maximum penalty may be assigned even if it is a first offense.

Inappropriate Behavior Physical - Continued

| Infraction Category | Minimum Penalty | Maximum Penalty |
|---|---------------------------|--------------------------|
| Bringing inappropriate items to school (lighters, toys and items of a sexual or lewd nature) | Warning (oral or written) | Out-of-school Suspension |
| Willfully destroying, defacing, damaging, graffitiing (or attempting to destroy, deface or damage) the property of another (including school property). | Detention | Out-of-school Suspension |
| Taking photos or videos of someone without their knowledge or consent | Detention | Superintendent's Hearing |
| Engaging in a minor physical altercation without physical injury | Detention | Out-of-school Suspension |
| Engaging in a minor physical altercation which results in physical injury | Detention | Out-of-school Suspension |
| Engaging in a physical altercation which results in physical injury | In-school Suspension | Out-of-school Suspension |
| Theft of personal property | Detention | Out-of-school Suspension |
| Theft of school property | Detention | Superintendent's Hearing |
| Engaging in inappropriate public displays of affection beyond hand holding | Warning (oral or written) | In-school Suspension |
| Possessing or distributing inappropriate or obscene materials | Disciplinary Conference | In-school Suspension |

Bullying/Harassment

| Infraction Category | Minimum Penalty | Maximum Penalty |
|---|-----------------|--------------------------|
| Verbal Bullying Name-calling, hurtful teasing, insulting, humiliating, or threatening someone, obtaining property or assistance through coercion (ie, "If you don't let me copy your HW, I'll hurt you.") | Detention | Superintendent's Hearing |
| Physical Bullying Hitting, pushing, shoving, slapping, kicking, spitting at, elbowing. | Detention | Superintendent's Hearing |

In addition to counseling, a range of penalties is listed for each offense. Based on the individual circumstances, the administration has the discretion to determine the specific penalty, within the specified range, for a particular offense. However, it can include more than one penalty such as, an after-school detention paired with an in-school suspension or the same penalty applied multiple times such as, several days of detention. Progressive discipline is also practiced. If a student repeatedly violates the discipline code the consequence will continue to increase. If the administration deems that an offense is particularly egregious the maximum penalty may be assigned even if it is a first offense.

Bullying/Harassment - Continued

| Infraction Category | Minimum Penalty | Maximum Penalty |
|--|-----------------|--------------------------|
| <p>Social Bullying Excluding others from “the group,” or activity, gossiping or spreading rumors about others, setting others up to look foolish, making sure others don’t associate with someone (ie, “the silent treatment”).</p> | Detention | Superintendent’s Hearing |
| <p>Cyber Bullying Sending an email or phone text message or pictures to threaten someone or hurt their feelings; single out, embarrass, or make them look bad; or spread rumors about them electronically. This includes bullying through social media.</p> | Detention | Superintendent’s Hearing |
| <p>Gender-based Bullying Leaving others out or treating them badly because of their gender identity or gender expression. Making sexist comments or jokes.</p> | Detention | Superintendent’s Hearing |
| <p>Sexual Bullying Touching, pinching, or grabbing someone in a sexual way. Making crude remarks or spreading rumors about someone’s sexual behavior. Calling someone “gay” or “fag” or “lesbian” or something similar in order to upset them. Making crude remarks or spreading rumors about someone’s sexual behavior. Making sexual gestures at someone.</p> | Detention | Superintendent’s Hearing |
| <p>Racial / Cultural Bullying Treating others differently or badly because of their actual or perceived culture, racial or ethnic background, or the color of their skin. Saying negative things about someone’s race, culture, ethnic background, hair, or skin color. Calling someone by a racially or ethnically derogatory term. Telling racist jokes.</p> | Detention | Superintendent’s Hearing |
| <p>Religion Based Bullying Treating others differently or badly because of their religion, saying negative things about someone’s religion.</p> | Detention | Superintendent’s Hearing |

In addition to counseling, a range of penalties is listed for each offense. Based on the individual circumstances, the administration has the discretion to determine the specific penalty, within the specified range, for a particular offense. However, it can include more than one penalty such as, an after-school detention paired with an in-school suspension or the same penalty applied multiple times such as, several days of detention. Progressive discipline is also practiced. If a student repeatedly violates the discipline code the consequence will continue to increase. If the administration deems that an offense is particularly egregious the maximum penalty may be assigned even if it is a first offense.

Bullying/Harassment - Continued

| Infraction Category | Minimum Penalty | Maximum Penalty |
|---|-----------------|--------------------------|
| <p>Racial and Religious Harassment Behavior, deliberate or otherwise, relating to race, color, ethnic or national origin, or religious affiliation that is directed at an individual or group, which is found to be offensive, objectionable, to the recipient, and which creates an intimidating, hostile, or offensive environment. Some examples include: physical attack, verbal abuse, threats, derogatory name-calling, racial insults and jokes. Ridicule of an individual on racial, religious, or cultural grounds (i.e. clothing, food, etc.). Exclusion from normal school interactions or social events. Unfair allocation of work and or responsibilities. Racist graffiti/insignia or display of racist material. Inciting others to commit any of the above.</p> | Detention | Superintendent's Hearing |
| <p>Sexual Harassment A form of sexual discrimination and involves unwanted and unwelcome attention of a sexual nature. This may be physical or verbal or involve the denigration of an individual on sexual grounds or by sexual means. Some examples include: mimicking sexual acts, mimicking sexual noises, indecent assault (i.e. pinching or smacking someone on their body in a private area or pulling someone's clothes that would expose a private area). Offensive or derogatory language alluding to a person's private life, sexual behavior or orientation by innuendo, jokes or remarks. Deliberate physical contact to which the individual has not consented or had the opportunity to object to (i.e., fondling, kissing, hugging).</p> | Detention | Superintendent's Hearing |
| <p>Appearance/Disability Based Harassment Repeated comments in respect to personal traits or appearances, practical jokes or invasion of privacy, any or all of which may cause physical or psychological distress. Some examples include: Making fun of someone because of his or her size, weight, height, looks Making fun of someone because of a disability Making fun of someone because of learning needs and/or disability Making fun of someone because of learning performance and achievement.</p> | Detention | Superintendent's Hearing |

Drugs, Alcohol, and Tobacco

| Infraction Category | Minimum Penalty | Maximum Penalty |
|---|--------------------------|--------------------------|
| Selling or distributing illegal drugs or controlled substances | Out-of-school Suspension | Superintendent's Hearing |
| Use of tobacco or vaping; possession of tobacco or vaping paraphernalia | In-school Suspension | Superintendent's Hearing |
| Use/Possession of controlled substances without appropriate authorization (prescription drugs, illegal drugs, drug paraphernalia, and/or alcohol) | Out-of-school Suspension | Superintendent's Hearing |

Weapons and Threats of Violence

| Infraction Category | Minimum Penalty | Maximum Penalty |
|---|--------------------------|--------------------------|
| Use/Possession of a weapon (e.g. firearm, handgun, knife, box cutter, dangerous chemicals and explosives) | Out-of-school Suspension | Superintendent's Hearing |
| Issuing a bomb threat | Out-of-school Suspension | Superintendent's Hearing |
| Pulling a fire alarm | Out-of-school Suspension | Superintendent's Hearing |
| Engaging in disorderly behavior that endangers the health and safety of others | In-school Suspension | Superintendent's Hearing |

In addition to counseling, a range of penalties is listed for each offense. Based on the individual circumstances, the administration has the discretion to determine the specific penalty, within the specified range, for a particular offense. However, it can include more than one penalty such as, an after-school detention paired with an in-school suspension or the same penalty applied multiple times such as, several days of detention. Progressive discipline is also practiced. If a student repeatedly violates the discipline code the consequence will continue to increase. If the administration deems that an offense is particularly egregious the maximum penalty may be assigned even if it is a first offense.

Dobbs Ferry Schools

Student Network/Internet Agreement and Permission Form

Introduction

Dobbs Ferry is pleased to offer our students access to the District's computer technology resources. To use these resources, students and their parents/guardians must sign and return the attached form. Please read this document carefully, review its contents with your son or daughter, sign where appropriate and return to your child's school. Any questions or concerns about this permission form may be referred to the building principal.

General Network Use

The network is provided for students to conduct research, complete assignments, publish their work, and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. As such, general school rules for behavior and communications apply, and users must comply with district standards and honor the agreements they have signed. Beyond the clarification of such standards, the district is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network.

Network storage areas are similar to school lockers. Network administrators may review files and communications to maintain system integrity and ensure that the system is used responsibly. Users should not expect that files stored on district servers will be private.

In general, when using school technology, students are **not** permitted to:

- Use others' passwords or share their passwords with others
- Damage or modify computers, operating systems or computer networks
- Send or display offensive messages or pictures
- Use obscene language
- Give personal information, such as complete name, phone number, address or photo
- Harass, insult or attack others
- Violate copyright laws
- Access others' folders or files without express permission
- Intentionally waste limited resources, such as paper or bandwidth
- Employ the network for commercial purposes, financial gain or fraud

Internet / World Wide Web / Social Networking / E-mail Access

Within reason, freedom of speech and access to information will be honored. Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. Filtering software is in use to block content as specified in the Children's Internet Protection Act, but no filtering system is capable of blocking 100% of the inappropriate material available on the Internet. Dobbs Ferry believes that the benefits to students accessing the Internet and using social networking resources outweigh the disadvantages. By using these resources responsibly, opportunities for collaboration enable each student to become self-directed lifetime learners. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

Dobbs Ferry Schools

Student Network/Internet Agreement and Permission Form Publishing to the World Wide Web

Although most of students' work at Dobbs Ferry will be done within a secure, password-protected portal, students will from time to time publish work to the web. This provides students with an opportunity to share their work with a wider audience, receive feedback from external professionals and share with the public what is going on at school. Students agree to only use their first names, not their last names or any other personal identifying information such as age, address, phone number, photos, etc. Students should also not publish work that contains copyrighted materials without proper permission and/or citation when appropriate.

Violations to this Policy

Violations may result in a loss of access as well as other disciplinary or legal action.

Student User Agreement:

As a user of the Dobbs Ferry computer network, I hereby agree to comply with the statements and expectations outlined in this document and to honor all relevant laws and restrictions.

Student Printed Name _____

Student Signature _____ Date _____

Parent/Guardian Permission for the Publication of Student Work to the World Wide Web:

I have spoken with my son or daughter about the responsibilities outlined above when using school technology resources.

Parent Printed Name _____

Parent Signature _____ Date _____

These permissions are granted for an indefinite period of time, unless otherwise requested.

Revised 7/12/2012

Dobbs Ferry School District Chromebook Handbook Procedures and Information for Students and Parents

Ownership of the Chromebook

Dobbs Ferry Union Free School District retains sole right of possession of the Chromebook. DFSD lends the Chromebook to the students for educational purposes only for the academic year. Additionally, Dobbs Ferry Union Free School District administrative staff and faculty retain the right to collect and/or inspect Chromebooks at any time, including via electronic remote access and to alter, add or delete installed software or hardware.

Receiving Your Chromebook

Parents and students must sign the DFSD Student Network/Internet Agreement prior to being issued a Chromebook.

Returning Your Chromebook

At the end of the school year, students will turn in their Chromebooks and all peripherals and accessories. Failure to turn in a Chromebook will result in the student being charged the full \$300.00 replacement cost. Additionally, a report of stolen property with the local law enforcement agency will be filed by the school or school designee.

Transferring/Withdrawing Students

Students that transfer out of or withdraw from DFSD must turn in their Chromebooks and peripherals and accessories. Failure to turn in the Chromebook will result in the student being charged the full \$300.00 replacement cost and result in a hold placed on the release of student records to the receiving district. Unpaid fines and fees of students leaving Dobbs Ferry Union Free School District may be turned over to a collection agency. Additionally, a report of stolen property with the local law enforcement agency will be filed by the school or school designee.

Rights and Responsibilities for Electronic Data

Students are solely responsible for any apps or extensions on their Chromebooks that are not installed by a member of the DFSD technology staff. Students are responsible for backing up their data to protect from loss. Users of school technology have no rights, ownership, or expectations of privacy to any data that is, or was, stored on the Chromebook, school network, or any school-issued applications and are given no guarantees that data will be retained or destroyed.

Operating System and Security

Students may not use or install any operating system on their Chromebook other than the current version of ChromeOS that is supported and managed by the school.

Updates

The Chromebook operating system, ChromeOS, updates itself automatically. Students do not need to manually update their Chromebooks.

Virus Protection

- Chromebooks use the principle of “defense in depth” to provide multiple layers of protection against viruses and malware, including data encryption and verified boot.
- There is no need for additional virus protection.

Content Filter

The school utilizes an Internet content filter that is in compliance with the federally mandated Children’s Internet Protection Act (CIPA). All Chromebooks will have all Internet activity protected and monitored by the school. If an educationally valuable site is blocked, students should contact their teachers to request the site be unblocked. Parents/guardians are responsible for filtering and monitoring any Internet connection students receive that is not provided by the school.

Software - Google Apps for Education

- Chromebooks seamlessly integrate with Gmail as well as the Google Apps for Education suite of productivity and collaboration tools. This suite includes Google Docs (word processing), spreadsheets, presentations, drawings, and forms.
- All work is stored in the cloud.

Chromebook Identification Records

- The school will maintain a log of all Chromebooks that includes the Chromebook serial number, asset tag code, and name and ID number of the student assigned to the device.

Repairing/Replacing Your Chromebook Vendor Warranty

- Chromebooks include a one-year hardware warranty from the vendor.
- The vendor warrants the Chromebook from defects in materials and workmanship.
- **Please note: The vendor warranty does not warrant against damage caused by misuse, abuse, or accidents.**

Chromebook insurance

- Chromebook insurance is available to cover normal wear and tear and accidents. It does not cover intentional misuse and abuse. See the insurance form on the school website in the “*Welcome Back Packet*” under the *Parents* tab.

Estimated Replacement/Repair Costs (subject to change)

The following are estimated costs of Chromebook parts and replacements:

- Accidental Chromebook damage 1st incident with insurance is \$0.
- Accidental Chromebook damage 2nd incident with insurance is \$25.
- Accidental Chromebook damage 3rd incident and beyond with insurance is \$50.
- Accidental Chromebook damage 1st incident without insurance is \$40.
- Accidental Chromebook damage 2nd incident without insurance is \$80.
- Accidental Chromebook damage 3rd incident and beyond without insurance is the actual cost of the Chromebook.
- Intentional damage with or without insurance is the actual cost of the Chromebook.
- Lost Chromebook is \$300
- Lost/damaged power adapter is \$15

No Expectation of Privacy

Students have no expectation of confidentiality or privacy with respect to any usage of a Chromebook. The school may, without prior notice or consent, log, supervise, access, view, monitor, and record use of student Chromebooks at any time for any reason related to the operation of the school. By using a school-issued Chromebook, students agree to such access, monitoring, and recording of their use.

Monitoring Software

Teachers, school administrators, and the technology department staff may use monitoring software that allows them to view the screens and activity on student Chromebooks.

Educational Use

School-issued Chromebooks should be used for educational purposes only. Students are to adhere to the DFSD Student Network/Internet Agreement and all of its corresponding administrative procedures at all times.

Using Your Chromebook at School

It is the student’s responsibility to charge their Chromebook at home each night. They are expected to bring their **fully-charged** Chromebook to school every day to all classes, unless specifically advised not to do so by their teacher.

Printing

- Students will be encouraged to digitally publish and share their work with their teachers and peers when appropriate.
- All student work should be stored in an Internet/Cloud application. Therefore, students will not print directly from their Chromebooks at school. All printing that is required must be done at home.
- Students may set up their home printers with the Google Cloud Print solution to print from their Chromebooks at home. Information about Google Cloud Print can be obtained here: <http://www.google.com/cloudprint/learn/>

Logging into a Chromebook

- Students will log into their Chromebooks using their school-issued email addresses.
- **Students should never share their account passwords with others.**
- No external email accounts may be used on the school-issued device.
- No sharing or guest access is permitted.

Managing and Saving Your Digital Work with a Chromebook

- The majority of student work will be stored in Google Drive and can be accessed from any computer with an Internet connection and most mobile Internet devices.
- Some files may be stored on the Chromebook's hard drive.
- The school will not be responsible for the loss of any student work.

Using Your Chromebook Outside of School

Students are encouraged to use their Chromebooks at home and other locations outside of school. A WiFi Internet connection will be required for the majority of Chromebook use; however, some applications can be used while not connected to the Internet. To ensure CIPA compliance, all devices will automatically be routed through the DFSD Internet filtering system, even when using an outside WiFi. Students are bound by the DFSD Student Network/Internet Agreement and all other guidelines in this document wherever they use their Chromebooks.

Chromebook Care

- Students are responsible for the general care of their school-issued Chromebook.
- Chromebooks that are broken or fail to work properly must be reported to a teacher or administrator as soon as possible.
- School-owned Chromebooks should NEVER be taken to an outside computer service for any type of repairs or maintenance.
- Chromebooks should be charged nightly.

General Precautions

- No food or drink should be next to Chromebooks.
- Cords, cables, and removable storage devices must be inserted carefully.
- Chromebooks should not be used or stored near pets.
- Chromebooks must remain free of any writing, drawing, and labels. Vinyl stickers are permitted.
- Heavy objects should never be placed on top of Chromebooks.
- Chromebooks must remain in their school-issued case.

Carrying Chromebooks

- Always transport Chromebooks with care and with the screen closed.
- Never lift Chromebooks by the screen.

Screen Care

The Chromebook screen can be damaged if subjected to heavy objects, rough treatment, some cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure, heat, and light.

- Make sure there is nothing on the keyboard before closing the lid (e.g. pens, pencils, or disks).
- Only clean the screen with a soft, dry microfiber or anti-static cloth.

Asset Tags

- All Chromebooks will be labeled with school asset tags, serial number and student name.
- Tags may not be modified or tampered with in any way.

Chromebooks left unattended

Under no circumstances should Chromebooks be left in unsupervised areas such as the school grounds, the lunchroom, vehicles, bathrooms, computer labs, library, unlocked classrooms, and hallways. Any Chromebook left in these areas is in danger of being stolen. If a Chromebook is found in an unsupervised area, it should be taken immediately to the office. Multiple offenses will result in disciplinary action. **Please note: Students should place their Chromebook in their hallway locker prior to attending PE. Under no circumstances should Chromebooks be stored in gym lockers.**

Appropriate Uses and Digital Citizenship

While working in a digital and collaborative environment, students should always conduct themselves as good digital citizens by adhering to the following:

1. **Respect Yourself.** I will show respect for myself through my actions. I will select online names that are appropriate. I will use caution with the information, images, and other media that I post online. I will carefully consider the personal information about my life, experiences, or relationships that I post. I will not be obscene. I will act with integrity.
2. **Protect Yourself.** I will ensure that the information, images, and materials I post online will not put me at risk. I will not publish my personal details, contact details, or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me while online. I will protect passwords, accounts, and resources.
3. **Respect Others.** I will show respect to others. I will not use electronic mediums to antagonize, bully, harass, or stalk people. I will show respect for other people in my choice of websites. I will not visit sites that are degrading to others, pornographic, racist, or inappropriate. I will not enter other people's private spaces or areas.
4. **Protect Others.** I will protect others by reporting abuse and not forwarding inappropriate materials or communications. I will avoid unacceptable materials and conversations.
5. **Respect Intellectual property.** I will request permission to use copyrighted or otherwise protected materials. I will suitably cite all use of websites, books, media, etc. I will acknowledge all primary sources. I will validate information. I will use and abide by the fair use rules.
6. **Protect Intellectual Property.** I will request to use the software and media others produce. I will purchase, license, and register all software or use available free and open-source alternatives rather than pirating software. I will purchase my music and media and refrain from distributing these in a manner that violates their licenses.

Copyright and File Sharing

Students are required to follow all copyright laws around all media, including text, images, programs, music, and video. Downloading, sharing, or posting media that is illegally obtained is a violation of the DFSD Student Network/Internet Agreement.

Website & Social Media Guidelines

Think before you act because your virtual actions are real and permanent!

Be aware of what you post online. Website and social media venues are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, enemies, parents, teachers, future colleges, or employers to see.

Follow the school's code of conduct when writing online. It is acceptable to disagree with other's opinions; however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.

Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birth dates, and pictures. Do not share your password with anyone besides your teachers and parents.

Linking to other websites to support your thoughts and ideas is recommended. However, be sure to read and review the entire website prior to linking to ensure that all information is appropriate for a school setting.

Do your own work! Do not use other people's intellectual property without their permission. Be aware that it is a violation of copyright law to copy and paste other's thoughts. It is good practice to hyperlink to your sources.

Be aware that pictures may also be protected under copyright laws. Verify that you have permission to use the image.

How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.

If you run across inappropriate material that makes you feel uncomfortable or is not respectful, tell your teacher right away.

Contents adapted with permission from Harmony Public Schools

Chromebook Agreement

By signing this agreement, we agree to follow and accept the following:

- The DFSD Student Network/Internet Agreement (previously signed)
- The policies and procedures set forth in the Chromebook Handbook
- The Website and Social Media Guidelines
- DFSD retains ownership of the Chromebook, software and issued peripherals
- At the end of the 2024-25 school year or if the student ceases to be enrolled in Dobbs Ferry Union Free School District, the student/parents will return the Chromebook in good working order or pay the full \$300.00 replacement cost of the computer. In addition, the student must also return both the Chromebook charger and any other purchased peripherals. Students may be charged for any piece that is not returned.
- In no event shall Dobbs Ferry Union Free School District be held liable to any claim of damage, negligence, or breach of duty.

Parent Signature

Student Signature

Date

Date