Kingston City School District

2025- 2026

Elementary School

Required Notifications and Pertinent Information

PARENT HANDBOOK AND REQUIRED NOTIFICATION ACKNOWLEDGEMENT

2025-26

Welcome back to a new school year, one which will assuredly be filled with success for your child!

You will receive 2 booklets at the start of the school year. The first is a handbook that contains information about policies and procedures that are specific to our school. The second is a booklet that contains many important school and district policies, regulations, and required notifications.

Please review all items in both booklets and sign and return the bottom of this form to the school.

Please be sure to read the Medicaid Consent, Appendix J, p. 88, Media Permission; Appendix M, p. 99, FERPA & Directory of Information; and Appendix W, p. 142 Pesticide Notification, as action may be needed on your part for these items.

Thank you for your cooperation. We look forward to a productive and exciting school year.

- -

I have received the 2025-26 Kingston City School District handbook containing school and district information and required notifications.

School: ____________________________________

Student Name: ______________________________

Teacher Name: ______________________________

Parent Signature: ____________________________

Date: _______________________

Please return to your child’s teacher.

MANUAL PARA PADRES Y RECONOCIMIENTO DE

NOTIFICACIONES REQUERIDAS

2025-26

¡Bienvenido de nuevo a un nuevo año escolar, uno que seguramente estará lleno de éxito para su hijo/a!

Recibirá 2 folletos al comienzo del año escolar. El primero es un manual que contiene información sobre políticas y procedimientos que son específicos de nuestra escuela. El segundo es un folleto que contiene muchas políticas importantes de la escuela y del distrito, regulaciones y notificaciones requeridas.

Revise todos los artículos en ambos folletos y firme y devuelva la parte inferior de este formulario a la escuela.

Asegúrese de leer el Apéndice J, p. 88, Permiso de medios; Apéndice M, p. 101, FERPA y Directorio de Información; y Apéndice W, p. 139 Notificación de pesticidas, ya que puede ser necesario que usted tome medidas para estos artículos.

Gracias por su cooperación. Esperamos un año escolar productivo y emocionante.

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He recibido el manual del Distrito Escolar de Kingston City 2025-26 que contiene información de la escuela y el distrito y las notificaciones requeridas.

Escuela:_____

Nombre del estudiante: _____

Nombre del maestro/a: _____

Firma de los padres: _____

Fecha: _____

Por favor regrese esta hoja al maestro de su hijo/a.

Kingston City School District
Committee on Special Education
21 Wynkoop Place
Kingston, New York 12401 (845)-943-3000

Medicaid Consent

October 14, 2025

«EnvelopeMailingName»
«Address1»
«Address2»
«City», «State» «Zip»

RE: «StudentFirstName» «StudentLastName»
DOB: «StudentDOB»
Client Identification Number (CIN): «CIN»

Dear _____:

This is to ask your permission (consent) to bill your or your child's Medicaid Insurance Program for special education and related services that are on your child's individualized education program (IEP) and to ask you to give us your child's Client Identification Number (CIN) or allow us to obtain the CIN if you do not know it.

This consent allows the school district/county to bill Medicaid for covered health-related services and to release information to the school district's/county's Medicaid Billing Agent for that purpose.

I, _____as the parent/guardian of _____,
have received a written notification from the school district/county that explains my federal rights regarding the use of public benefits or insurance to pay for certain special education and related services.

I understand and agree that the school district/county may ask for a Client Identification Number (CIN), check on Medicaid eligibility, and/or access Medicaid to pay for special education and related services provided to my child.

I understand that:

- Providing consent will not impact my child's/my Medicaid coverage;
- Upon request, I may review copies of records disclosed pursuant to this authorization;
- Services listed in my child's IEP must be provided at no cost to me whether or not I give consent to bill Medicaid and/or provide my child's CIN;
- I have the right to withdraw consent at any time; and
- The school district/county must give me annual written notification of my rights regarding this consent.

___ I give my consent voluntarily and understand that I may withdraw my consent at any time. I also understand that my child's right to receive special education and related services is in no way dependent on my granting consent and that, regardless of my decision to provide this consent, all the required services in my child's IEP will be provided to my child at no cost to me. I also give my consent for the school district/county to release the following records/information about my child to the State's Medicaid Agency for the purpose of checking Medicaid eligibility and/or billing for special education and related services that are in my child's IEP. The following records will be shared.

Records to be shared (e.g. records or information about services your child receives, student demographic information):		
IEP	Session Notes	Other Personally Identifiable Information
Written Order/Referral	Medication Administration Report	Any Other Specific Records Pertaining to the Student's Services or Program
Evaluation Reports	Special Transportation Log	

Student's CIN, if known: _____

___ I do not give consent to bill the Medicaid Insurance Program for special education and related services that are on my child's individualized education program (IEP). Regardless of my decision to deny consent, all required services in my child's IEP will be provided at no cost to me.

Parent/Guardian Signature: _____

Print Name: _____ Date: _____

Kingston City School District
Committee on Special Education
21 Wynkoop Place
Kingston, New York 12401 (845)-943-3000

Consentimiento de Medicaid

October 14, 2025

«EnvelopeMailingName»
«Address1»
«Address2»
«City», «State» «Zip»

RE: «StudentFirstName» «StudentLastName»
Fecha de nacimiento: «StudentDOB»
Número de identificación del cliente (CIN): «CIN»

Estimado «SalutationName»:

Esto es para pedirle su permiso (consentimiento) para facturarle a usted o al programa de seguros Medicaid de su hijo por la educación especial y los servicios relacionados que figuran en el programa educativo individualizado (IEP) de su hijo y para pedirle que nos proporcione el número de identificación de cliente (CIN) de su hijo o que nos permita obtener el CIN si no lo conoce.

Este consentimiento permite al distrito escolar/condado facturar a Medicaid por los servicios relacionados con la salud cubiertos y divulgar información al agente de facturación de Medicaid del distrito escolar/condado para ese propósito.

Yo, _____en calidad de padre/tutor de_____,
he recibido una notificación por escrito emitida por el distrito escolar/condado donde se explican mis derechos federales con respecto al uso de beneficios públicos o un seguro para pagar determinados servicios de educación especial y servicios relacionados.

Entiendo y acepto que el distrito escolar/condado puede solicitar un número de identificación de cliente (CIN), verificar la elegibilidad de Medicaid y/o acceder a Medicaid para pagar la educación especial y los servicios relacionados proporcionados a mi hijo.

Entiendo que:

- Al otorgar mi consentimiento, no se verá afectada la cobertura de Medicaid de mi hijo;
- Previa solicitud, puedo revisar las copias de los registros divulgados de conformidad con esta autorización;
- Los servicios enumerados en el IEP de mi hijo deben proporcionarse sin costo para mí, independientemente de que otorgue o no mi consentimiento para que facturen a Medicaid y/o proporcione el CIN de mi hijo;
- Tengo el derecho de anular el consentimiento en cualquier momento; y
- El distrito escolar/condado debe enviarme una notificación anual por escrito sobre de mis derechos con respecto a este consentimiento.

___ Doy mi consentimiento voluntariamente y entiendo que puedo anular mi consentimiento en cualquier momento. También entiendo que el derecho de mi hijo a recibir educación especial y servicios relacionados no depende de mi consentimiento y que, independientemente de mi decisión de otorgar este consentimiento, todos los servicios requeridos en el IEP de mi hijo se proporcionarán a mi hijo sin costo para mí. También doy mi consentimiento para que el distrito escolar/condado divulgue los siguientes registros/información sobre mi hijo a la agencia estatal de Medicaid con el fin de verificar la elegibilidad de Medicaid y/o la facturación de la educación especial y los servicios relacionados que figran en el IEP de mi hijo. Se compartirán los siguientes registros.

Registros que se compartirán (p. ej., registros o información sobre los servicios que recibe su hijo, información demográfica del alumno):		
IEP	Notas de las sesiones	Otra información de identificación personal
Orden escrita/derivación	Informe de administración de medicamentos	Cualquier otro registro específico relacionado con los servicios o el programa del alumno
Informes de las evaluaciones	Registro de transporte especial	

CIN del alumno, si se conoce: _____

___ No doy mi consentimiento para que se facture al programa de seguros de Medicaid por la educación especial y los servicios relacionados que figuran en el programa educativo individualizado (IEP) de mi hijo. Independientemente de mi decisión de negar el consentimiento, todos los servicios requeridos en el IEP de mi hijo se proporcionarán sin costo para mí.

Firma del padre/tutor: _____

Nombre, en letra de imprenta: _____ Fecha: _____

HANDBOOK APPENDICES

The following appendices contain either required notifications or information that we felt would be of interest/use to parents. Policies included may not be in their entirety, complete copies are available from your building principal.

Appendix “A”

CODE OF CONDUCT

The Kingston City School District is committed to ensuring that our schools are safe and orderly environments in which teaching and learning takes place each day.

Parents as Partners

Students, parents or anyone in parental relation to the student (\"parents") and school personnel all have a role in making school safe and must cooperate with one another to achieve this goal. School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call, email, and notes sent home with students. As role models, parents and school staff should exhibit the behaviors that they would like to see students emulate. To ensure that parents become informed partners in promoting a safe and supportive school environment, parents should familiarize themselves with KCSD Board of Education Policies regarding Community Relations, including School-Family-Community Partnership (1900), Parent Teacher Organization (1910), Visitors to the School (1300), and Concerns about Curriculum (1420).

Educators are responsible for informing parents about their child's behavior and for nurturing the skills students need to succeed in school and in society. Parents are encouraged to discuss with their child's teacher and other school staff, issues that may affect student behavior and strategies that might be effective in working with the student. It is important that there be maximum consultation and communication between the school and the home. Guidance conferences attended by the principal or his/her designee, a school counselor, the student's parents and guardians, and one or more of the student's teachers are an effective means of encouraging parental input and should be held with students when appropriate. Parents who want to discuss interventions in response to student behavior should contact their child's school principal at the elementary and middle schools, or the appropriate assistant principal at Kingston High School.

Restorative Approaches

Restorative approaches are an integral component of progressive discipline and the direction in which the Kingston City School District is committed to proceed. Restorative approaches originate from common practices that reflect our shared humanity. Used proactively, they build positive vibrant culture. In the context of justice, restorative approaches use the foundations of relationships and interconnectedness to repair harm and reestablish harmony.

A restorative approach can be used as both a prevention and intervention measure. Restorative processes can help schools build relationships and empower community members to take responsibility for the well-being of others; prevent or deal with conflict before it escalates; build resiliency; address underlying factors that lead youth to engage in inappropriate behavior; increase the skills of those who have harmed others so that the conduct does not recur; and provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible.

When used as an intervention measure, taking a restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

All parties are encouraged to take responsibility for their part in the occurrence that led to intervention.

TYPES OF RESTORATIVE PRACTICES

Circle Process: Circles are effective as both a prevention and intervention strategy. Circles may be used as a regular practice in which a group of students (or faculty, or students and faculty) participates. A circle can also be used in response to a particular issue that affects the school. The circle process enables a group to build relationships and establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good and resolve difficult issues.

Collaborative Negotiation: Using the collaborative negotiation process enables an individual to talk through an issue or conflict directly with the person with whom he/she disagrees to arrive at a mutually satisfactory resolution. Training in collaborative negotiation includes learning active listening and other conflict resolution communication skills.

Peer Mediation: An impartial, third party mediator (a student who has been trained to serve as a peer mediator) facilitates the negotiation process between conflicting parties so they can come to a mutually satisfactory resolution. Mediation recognizes that there is validity to conflicting points of view that disputants bring to the table and helps disputants work out a solution that meets both sets of needs. Disputants must choose to use mediation and must come to the process willingly. ***Mediation is not used where one individual has been victimized (for example, in cases of harassment or bullying) by another.***

Formal Restorative Conference: A conference is facilitated by an individual who has received specific training in bringing together individuals who have acknowledged causing harm with those who have been harmed. Regardless of the circumstances, the emotional health, physical health, safety, and welfare of the individual who was harmed is of paramount importance when considering this option in a school setting. Both sides may bring supporters to the conference that have also been affected by the incident. The purpose of the conference is for the harm doer and the harmed to understand each other's perspectives and come to a mutual agreement that will repair the harm as much as it can be repaired.

Parent Notification

School officials are responsible for sharing the information in this document with students, parents and guardians and staff.

The District will make every effort to provide this information through multimedia methods including:

- A video on the District website
- District Social Media Accounts
- Newsletter
- Email
- Text Message

In the event a student engages in inappropriate behavior, the principal or principal's designee must report the behavior to the student's parents and guardians. When a student is believed to have committed an act of violence that constitutes a felony or misdemeanor the appropriate local law enforcement agency will be contacted. When a student is believed to have committed a violation(s) of the Code of Conduct which constitute a felony, the KCSD may contact the appropriate local law enforcement agency, as appropriate. When necessary, the District will file a criminal complaint against the individual.

The Kingston City School District Code of Conduct was developed to ensure that students – and all members of the Kingston City School District community – learn and engage in appropriate behavior that supports student success in life and in society. The Code of Conduct is for the entire school district and all of its individual school communities. It lays out the Kingston City School District' expectations for students, parents and guardians and school based staff, and it lists and describes the inappropriate and disruptive behaviors that are unacceptable in school settings. Because the Kingston City School District is committed to correcting inappropriate behaviors

within its school settings so that students may remain in school and learn, the Standards include prevention and intervention strategies to be used, as appropriate, with any discipline response.

Student engagement is integral to creating a positive school culture and climate that fosters students' social and emotional learning (SEL) and academic achievement. Providing students with multiple opportunities to participate in a wide range of positive social activities and, at the same time, bond with caring, supportive adults can help prevent negative behaviors.

Social and Emotional Learning (SEL) The process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions (defined by *Collaborative for Academic, Social and Emotional Learning (CASEL).*

Examples can include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of students' achievement in a range of academic and co-curricular areas; using corrective feedback; and developing school-wide positive behavior systems. Such opportunities, coupled with a comprehensive guidance program of prevention and intervention, provide students with the experience, strategies, skills, and support they need to thrive.

Promoting Positive Student Behavior

Each school is expected to promote a positive school climate and culture that provides students with a supportive environment in which to grow both academically and socially. Schools are expected to take a proactive role in nurturing students' positive social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social emotional learning. Effective social emotional learning helps students develop fundamental skills for life effectiveness, including: recognizing and managing emotions; developing caring and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically. Such skills help prevent negative behaviors and the disciplinary consequences that result when students do not live up to behavioral standards.

Prevention and Intervention

School personnel are responsible for developing and using strategies that promote optimal learning and positive behavior throughout a student's school experience. They are also responsible for addressing behaviors which disrupt learning. Administrators, teachers, school counselors, social workers, psychologists and other school staff are expected to engage students, including students with disabilities, in intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and his/her parent. Intervention and prevention approaches may include guidance support and services to address personal and family circumstances; social and emotional learning (SEL), such as conflict resolution/peer mediation/negotiation, anger management, and/or communication skills acquisition; implementation of Response to Intervention (RtI) behavior strategies, the use of alternative instructional materials and/or methods; enrichment services; alternate class placement; and/or development or review of functional behavior assessments and behavior intervention plans which should be developed and/or reviewed as an early intervention strategy. If, at any time, school officials suspect that a student's difficulties may be the result of a disability which may require special education services, the student should be referred immediately to the Committee on Special Education. Through the use of intervention and prevention strategies that engage students and give them a clear sense of purpose, school staff facilitate students' academic and social-emotional growth and assist them in following school rules and policies.

Attendance

Attendance at school is vital to a student's academic progress and success. School personnel will ensure that appropriate outreach, intervention and support are provided for students who exhibit attendance problems that may manifest themselves as truancy or patterns of unexcused absence or educational neglect.

In cases of truancy, school personnel must meet with the student, parents, and guardians in order to determine needed supports and an appropriate course of action, which may include, but is not limited to: an intervention, referral for counseling, and/or referral to after-school programs.

The school's administration should review the data of chronic absenteeism and/or truancy and should involve teachers, school counselors, social workers and other school staff in facilitating a resolution. Cases of suspected educational neglect must be called into the New York State Central Register in compliance with law.

School refusal describes when a student refuses to go to school on a regular basis or has problems staying in school due to mental health issues.

Symptoms

Children with school refusal may complain of physical symptoms shortly before it is time to leave for school or repeatedly ask to visit the school nurse during the day. If the student is allowed to stay or return home, the symptoms quickly disappear, only to reappear the next morning. In some cases, the student may refuse to leave the house.

Reasons

Starting a new school, moving, and other stressful life events may trigger the onset of school refusal. Other reasons include the student's fear that something will happen to a parent while she is in school, fear that she won't do well in school, or fear of another student.

Often a symptom of a deeper problem, anxiety-based school refusal commonly takes place at times of transition, such as entering middle and high school.

Students who suffer from school refusal can often have average or above-average intelligence. They may develop serious educational or social problems if their fears and anxiety keep them away from school and friends for an extended period of time.

What Parents Can Do to Help – Tips to help you and your child develop coping strategies:

- Obtain a comprehensive evaluation from a mental health professional. Referrals are available from KCSD health offices for convenience, but the KCSD does not endorse any of the individuals or organizations provided as referrals. The evaluation will reveal the reasons behind the school refusal and can help determine what kind of treatment will be best.
- Keep your student in school. Missing school reinforces anxiety rather than alleviating it.
- Expose children to school in small degrees, increasing exposure slowly over time. Eventually this will help them realize there is nothing to fear and that nothing bad will happen.
- Talk with your child about feelings and fears, which can help reduce them.
- Emphasize the positive aspects of going to school: being with friends, learning a favorite subject, or participating in an extra-curricular sport or activity.
- Arrange a meeting with your child's teacher away from the classroom.
- Meet with the school guidance counselor for extra support and direction.
- Help your child establish a support system. A variety of people should be in your child's life—other children as well as family members or teachers who are willing to talk with your child should the occasion arise.
- If your child has an anxiety disorder, learn about treatment options.
- You may make a referral to the CSE or for a Section 504 Meeting.

INTERVENTION RESPONSE: POSITIVE RELATIONSHIPS

Research shows that positive relationships help children learn. When our communities, schools, and homes are free from fear, anger, and other distractions, human development can occur in the best possible setting. We know that students are more likely to succeed when they feel connected to others in their community, and are less likely to act out in ways that cause disruption to the school environment. *(For more on this topic, see Bonnie Bernard's Fostering Resiliency in Kids or Robert Blum's "A Case for School Connectedness," Educational Leadership, April 2005)*

Tips for Calming Conflict

Show students that you understand. Listen well, with sincere concern, to create positive relationships among students and adults. Trust then becomes the foundation for academic success and conflict resolution.

Ask open-ended questions. Say, for example, "What was that like for you?" or "Tell me more about that." This gets more than a "Yes" or "No" response, and helps students to tell their story.

Use reflective listening when intervening in a conflict. Get the attention of an angry person by reflecting back the feelings you hear in a nonjudgmental way. Let students tell their story – say just enough to help them do it.

Help students to problem-solve disputes. Use open-ended questions and reflective listening to help students think about what happened. Trust that, with guidance, students will identify a solution that works for them.

Skills and Strategies for Building Positive Relationships

- Communicating understanding
- Structuring tasks for student success
- Reinforcing student behavior in a positive manner
- Setting rules, limits, and consequences
- Creating a safe and trusting environment
- Remaining neutral
- Using nonjudgmental language
- Responding only when a response is necessary
- Staying calm in tense situations
- Listening and repeating what students say (reflective listening)
- Identifying and labeling feelings, values and topics to be resolved (strategic listening)
- Asking open-ended questions
- Assisting people in using a positive problem-solving process

Suggested Practices for Establishing Positive Relationships

Morning Meetings: Classroom meetings in which the teacher and all students come together are usually for one of two purposes: to build community at a relatively peaceful time or to resolve a conflict. At the morning meeting, students sit in a circle and do activities together that help build caring within the group and between individuals. The meeting provides a place students come to understand the truest meaning of "finding common ground." They come to see, tolerate and appreciate the ways of one another, including their teachers. The most basic element of caring that aids this process is the genuine willingness to listen attentively.

Student Government: The goal of the Student Government at Kingston High School is to involve students in decision making, the problem solving of student body issues, and to engage students in activities that promote student connectedness and belonging to the school experience. Student Ambassadors serve as the youth voice for the student body. The students participate in team-building activities and plan and conduct activities with their peers, like Homecoming and Winter Carnival. These efforts are aimed at maintaining a positive school climate.

Additional Intervention Strategies

To help students conduct themselves appropriately, the following strategies may be used prior to or in addition to any disciplinary response to student behavior.

Behavior Intervention Plan (BIP): An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies and supports. This plan is appropriate for students with and without disabilities. A BIP is developed based on the results of a Functional Behavior Assessment.

Community Service: Our KCSD curriculum, as well as extra-curricular clubs, enable students to participate in activities to serve and benefit the community. Examples include working in a soup kitchen, cleaning up public spaces, helping at a facility for the aged, and more.

Conference: Involves students, parents and guardians, teachers, school staff and principals in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.

Functional Behavior Assessment (FBA): Involves gathering information about students' inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavior Intervention Plan for the student.

Individual Education Program (IEP) teams: Includes groups of individuals who are responsible for identifying and evaluating students with disabilities; developing, reviewing and revising IEP's for students with disabilities, Functional Behavior Assessments and Behavior Intervention Plans, and determining the placement of students with disabilities in a least restrictive environment. (Note: Specific to students with disabilities or students suspected of having a disability)

Parent Outreach: Requires school staff to inform parents or guardians of their children's inappropriate or disruptive behavior. Outreach made in writing or by telephone is intended to make parents aware of the student's behavior, task completion and achievement, and can include a request for parents to accompany students to a meeting at school.

Peer Court: Provides an environment for students to learn about the justice system and courtroom procedures while providing alternative consequences to their peers through the principles of restorative justice.

Referral to appropriate substance abuse counseling services: Occurs for behavior related to substance abuse, or with those for whom there is reason to believe substance abuse counseling is needed. Service can be school or community based.

Referral to community-based organizations: Can involve a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring.

The Safe or Sorry (SOS) Peer Education Team at Kingston High School offers students peer educator training, wellness workshops, and job skills training.

PREVENTATIVE PRACTICES/INTERVENTION STRATEGIES

Referral to school-based health and mental health clinics or other social services: Provides counseling and assessment to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges.

Progressive Consequences

Consequences are most effective with a student when they deal directly with the problem, in a way that the student views as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when warranted and to place emphasis on the students' ability to grow in self-discipline.

When choosing interventions and consequences for a student's behavior, teachers, administrators, and staff must balance the District's goals of eliminating school disruptions and maximizing student instruction time. Prior to disciplining students, the following factors shall be considered:

1. Age, health, and disability or special education status of the student
2. Appropriateness of student's academic placement
3. Student's prior conduct and record of behavior
4. Student's understanding of the impact of their behavior attitude
5. Student's willingness to repair the harm caused by their behavior
6. Seriousness of the behavior offense and the degree of harm caused
7. Impact of the incident on overall school community
8. Whether the student's violation threatened the safety of any student or staff member
9. The likelihood that a lesser intervention would adequately address the violation

Where appropriate, discipline will be progressive. This means that a student's first violation will usually merit a consequence of a lesser degree than subsequent violations, taking into account all factors relevant to the severity of the current violation. However, in instances where a student's conduct is dangerous or threatens the safety of others, a more severe form of disciplinary action may be warranted, even if it is the student's first offense.

Understanding consequences as "teachable moments" is fundamental to a positive approach to discipline. Progressive consequences use incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Progressive consequences do not seek punishment. Instead, progressive consequences seek concurrent accountability and behavioral change.

The goal is prevention of a recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what they could have done differently in the same situation
- Take responsibility for their action
- Be given the opportunity to learn pro-social strategies and skills to use in the future
- Understand the progression of more stringent consequences if the behavior reoccurs

Every reasonable effort should be made to correct student misbehavior through interventions and other school-based resources and the least severe disciplinary responses. Interventions are essential because inappropriate behavior may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.

Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to students' education, and promote the development of a positive school culture.

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS: LEVELS OF RESPONSE

When students are disruptive or act inappropriately, school staff and principals respond logically, appropriately and consistently. Kingston City School District Jefferson Code of Conduct describes four levels of possible response to inappropriate and disruptive behavior. Each inappropriate or disruptive behavior is assigned to one or more of these levels of intervention and response. Principals and school staff should use only the levels suggested for each behavior.

If the inappropriate or disruptive behavior is assigned to two or more levels, then, wherever possible, the lowest level of disciplinary response should be used first. For example, if a student refuses to follow directions, school staff and principals should first use intervention strategies and then responses in Level 1.

When principals and school staff respond to student behavior, they are expected to take into account numerous factors. (See prior page for a comprehensive list.)

LEVELS OF INTERVENTIONS AND RESPONSES

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS: *LEVEL 1*

1. Unexcused tardiness to school/class
2. Lewd, foul or offensive language or gesture
3. Wearing attire or displaying symbols that encourage illegal activity or will cause a substantial disturbance or interfere with the educational process (wearing clothing that will insult a person or group or otherwise not be proper for school) (Refer: Educational Community Standard of Dress Policy #5340)
4. Inappropriate affectionate behavior in a public place
5. Using items in a manner which will cause a substantial disturbance or interfere with the core educational mission of the District (for example: blowing a loud horn in class).
6. Disruptive behavior on school property or at a school sponsored activity
7. Causing minor damage to school property
8. Littering
9. Loitering
10. Eating or drinking in prohibited areas
11. Failure to wear the district issued identification badge
12. The use of electronic devices that causes a minor disturbance (such as, but not limited to, audio, text, photo, etc.), will likely cause a disturbance, compromise safety, or interfere with the educational process during regular school hours

Example of Classroom Interventions and Responses

These interventions aim to teach correct and alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Teachers should use these responses in a graduated fashion, when age appropriate.

- Establish relationships with students
- Parents and guardians accompany student to school
- Contact parent via telephone, e-mail or text message
- Daily progress sheet on behavior
- Verbal correction
- In-class time out
- Reminders and redirection (e.g. role play)

- Establish buddy teacher system
- Written reflection or apology
- Loss of classroom privileges
- Seat change
- Teacher or student conference
- Parent or guardian conference
- Detention

Confiscated items will be returned to parents and guardians.

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS: *LEVEL 2*

1. Insubordinate absence from class/school, provided that students will not be suspended out of school for truancy
2. Misrepresentation of a signature (forgery)
3. Being disrespectful to staff
4. Use and/or possession of tobacco, nicotine and/or paraphernalia (such as, but not limited to, electronic cigarettes, electronic vapor devices or other nicotine delivery systems) lighters, matches and incendiary devices on school premises or during school-sponsored activities (Public Health Law & District Policy)
5. Intentional misuse or unauthorized use of school district property
6. Possession, distribution, or use of unauthorized medicines (including over-the-counter medicines)
7. Unauthorized sale or vending on school property
8. Continuing or repeating Level I offenses after prior corrective measures have been taken

Examples of Administrative Interventions and Responses

These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Staff should use these responses in a graduated fashion.

- Restorative justice strategies
- Change in schedule or class
- Reprimand by appropriate administrator
- Parent or guardian notification
- Revision to IEP (for students with disabilities)
- Loss of privilege
- Restitution
- Assignment of work projects
- Academic Sanction (e.g. reduced grade, a grade of zero, inability to make-up the test or assignment)
- Detention of over 5 days possible
- Up to three days assignment to the in-school suspension program
- Out-of-school suspension
- Mentoring
- Conflict resolution
- Peer Court
- Potential PINS petition

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS: *LEVEL 3*

1. Harassment and/or bullying based on someone's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, including gender identity and gender expression, sex, political, social, socio-economic and lifestyle differences. (Policy #5320 Harassment and Bullying Prevention and Intervention)
2. Foul or offensive language or gestures used in a confrontational manner
3. Insubordination (deliberate and/or defiant refusal to follow a reasonable rule and/or request)
4. Intentional plagiarism (using someone else's work and claiming it as your own, lack of attribution) (academic sanction only)

5. Giving, requesting or obtaining test information, cheating on tests not involving theft (academic sanction only).
6. Behavior, which interferes with the operation of a school bus
7. Confrontations involving physical contact
8. Stealing
9. Reckless or intentional conduct or unauthorized use of school district property, which causes significant damage
10. Gambling
11. Extortion (a threatening demand for goods or services)
12. Student-to-person threat, bullying and/or harassment
13. Giving false information concerning school-related offenses (lying)
14. Lewd or sexual behavior on school premises or during school-sponsored activities
15. Reckless or intentional conduct, which could cause physical injury
16. Intentional misuse of any school district computer hardware/software in any fraudulent or destructive manner, including but not limited to sending a harmful or threatening message, unauthorized entry into a file, altering software programs vandalizing hardware or software components. (Refer District Computer & Internet Use)
17. Willful actions or language that substantially disrupts the normal operations of school
18. Aiding and/or abetting in any level three offenses
19. Defacement of ID badges which alters photo, student name, student number, and/or barcode
20. Vandalism
21. The use of electronic devices and/or social media that causes a substantial disturbance and/or compromises safety (such as, but not limited to, audio, video, text, photo, etc.)
22. Willful and deliberate attempt to leave or actually leaving the KHS campus during the school day without authority.
23. Continuing or repeating Level II offenses after prior corrective measures have been taken

Examples of Suspension and Referral Responses

- Parents and guardians notification
- Referral to Committee on Special Education (CSE) team or 504 committee (students with disabilities)
- In-school suspension
- Short-term suspension (one to five days)
- Develop Functional Behavioral Assessment and Behavior Improvement Plan
- Referral to Student Support Team (SST) for potential pre-referral interventions

These interventions may involve the short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior. Staff should use these responses in a graduated fashion.

Intervention Plan

- Referral to substance abuse counseling
- Referral to community organizations, including community
- Referral to the Credit Recovery Program, conferencing and community mediation
- Restorative Justice strategies, including voluntary school and community service

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS: *LEVEL 4*

1. Bringing and/or possessing unauthorized weapons or explosives to school or a school-sponsored activity
2. Making a bomb scare/false alarm
3. Burglary
4. The willful or reckless setting of a fire

5. Distribution, sale or manufacture of controlled substances, illegal substances, synthetic substances ("designer drugs"), or the inappropriate use of prescriptions and/or over-the-counter medicines on school property or at a school-sponsored activity
6. Falsification of official school documents (any document bearing the official school seal, such as, but not limited to, transcripts, diplomas, or attendance records)
7. Conduct which causes physical, emotional, or psychological injury
8. Upon investigation by school officials, there is a serious and validated student to staff threat
9. Possession, use, or being under the influence of a controlled substance, illegal substance, synthetic substance, whether or not illegal ("designer drugs") inappropriately used prescription and/or over-the- counter medicine, alcohol, or being in possession of drug paraphernalia on school property or at a school-sponsored event, whether on or off of school premises.
10. Aiding and/or abetting in any level four offense
11. Forcing someone to commit a dangerous or demeaning act (hazing including initiations)
12. Conduct so serious that it requires more than Level III consequences

Example of Long-Term Suspension and Referral Responses

These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior. Staff should use these responses in a graduated fashion.

- Parents and guardians notification
- Alternative education placement by the Central Administration
- Long Term Suspension
- Functional Behavioral Assessment
- Behavioral Intervention Plan
- Community conferencing
- Community mediation
- Referral to community organizations
- Referral to substance abuse counseling
- Expulsion (serious behavioral infractions)
- Referral to Committee on Special Education (CSE) team/504 team (students with disabilities)
- Restorative Justice strategies, including school and manifestation determination, community service

RIGHTS AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY

Dignity for All Students

The Dignity for All Students Act (The Dignity Act) and Board Policy ensure that no student is subject to discrimination or harassment (including bullying and cyberbullying), based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity/gender expression, sex political, social, socio-economic and lifestyle differences by school employees, students or third parties on school property, on a school bus, at a school function, whether or not on school grounds, or that is initiated off school grounds and continued at school.

Harassment may include, among other things, the use, both on and off school property, of information technology, including, but not limited to email, instant messaging, blogs, chat rooms, pages, cell phone, gaming systems and social media websites, to deliberately harass or threaten others. This type of harassment is generally referred to as "cyber-bullying."

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

1. Expect a school environment that is conducive to learning
2. Be treated respectfully by those in the school community

3. Take part in all District activities on an equal basis regardless of race, color, creed, national origin, religion, gender, sexual orientation, disability or other discriminatory classifications (consistent with the District's Anti-Bullying Prevention and Intervention Policy 5320)
4. Be provided with school rules, and when necessary, receive an explanation of those rules from school personnel
5. Present their version of the relevant events to school personnel authorized to impose a disciplinary consequence, in connection with the imposition of the consequence

STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to:

1. To attend school in the district in which one's legal parent or legal guardian resides and receive a free and appropriate public education from age 5 to 21, as provided by law.
2. To expect that school will be a safe, orderly and purposeful place for all students to gain an education and to be treated fairly.
3. To be respected as an individual and treated courteously, fairly and respectfully by other students and school staff.
4. To express one's opinions verbally or in writing.
5. To dress in such a way as to express one's personality in accordance with the Educational Community Standard of Dress Policy 5340.
6. To be afforded equal and appropriate educational opportunities.
7. To take part in all school activities on an equal basis regardless of race, color, creed, weight, religion, religious practices, sex, sexual orientation, gender, including gender identity and gender expression, national origin, ethnic group, political affiliation, age, marital status, disability, social, socio-economic and lifestyle differences.
8. To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems.
9. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity and expression, sexual orientation, disability, political, social, socio-economic and lifestyle differences by employees or students on school property or at a school sponsored event, function or activity, whether on or off of school property.

Students have the responsibility to:

1. To attend school daily, regularly and on time, perform assignments, strive to do the highest quality work possible, be prepared to learn, and be granted the opportunity to receive a good education.
2. To accept responsibility for his/her actions.
3. To be aware of all rules and expectations regulating student's behavior and conduct themselves in accordance with these guidelines.
4. To respect everyone in the school community and to treat others in the manner that one would want to be treated.
5. To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict the rights and privileges of others.
6. To obey school rules and regulations made by school authorities.
7. To respect school property and help keep it free from damage.

8. To recognize that teachers and administrators assume the role of a surrogate parent in matters of behavior and discipline when at school, as well as during any school-sponsored activities.
9. To dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting.
10. To be aware of available educational programs in order to use and develop one's capabilities to their maximum.
11. To work to the best of one's ability in all academic and extracurricular activities, as well as being fair and supportive of others.
12. To be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate.
13. To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination.

14. To use their own ideas, works, creations and knowledge in completing examinations, projects and reports. Students who cheat and/or plagiarize (use the ideas or words of another without full acknowledgment or attribution) will receive an academic sanction, which may include a reduced grade or a grade of zero on the examination or assignment, requiring the completion of a replacement examination or assignment or not permitting the making up of the examination or assignment).

PARENT AND GUARDIAN RIGHTS AND RESPONSIBILITIES

Parents and guardians have the right to:

1. Be actively involved in their children's education.
2. Be treated courteously, fairly and respectfully by all school staff and principals.
3. Receive information about the policies of the Kingston City School District Board of Education and procedures that relate to their children's education.
4. Receive regular reports, written or oral, from school staff regarding their children's academic progress or behavior, including but not limited to report cards, behavior progress reports and conferences.
5. Receive information and prompt notification of inappropriate or disruptive behaviors by their children and any disciplinary actions taken by principals or school staff.
6. Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.
7. Receive information from school staff about ways to improve their children's academic or behavioral progress, including but not limited to counseling, tutoring, after school programs, academic programs, and mental health services within the Kingston City School District and the community.
8. Receive information about services for students with disabilities and English language learners, when applicable.
9. Receive communication through provided translators.

Parents and guardians have the responsibility to:

1. Make sure their children attend school regularly and on time and, when children are absent, let schools know why.
2. Tell school officials about any concerns or complaints in a respectful and timely manner and to cooperate with them in jointly resolving any school-related problem.

3. Work with principals and school staff to address any academic or behavioral problems their children may experience.
4. Support Kingston City School District by being a role model for their children, talking with their children about school and expected behavior.
5. Read and become familiar with the policies of the Board of Education.
6. Give updated contact information to Kingston City School District and their children's individual school.
7. To inform school officials about changes in the home situation that may affect student conduct or performance.
8. Give their children a space to complete their homework or allow participation in after-school programs that permit the completion of homework.
9. Be respectful and courteous to staff, other parents/guardians and students while on school premises and at school activities.
10. To foster a feeling of pride in their child for their school.
11. Teach their children respect and dignity for themselves and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity and expression, sex, political, social, socio-economic and lifestyle differences which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

RIGHTS AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY

PRINCIPAL AND SCHOOL STAFF RIGHTS AND RESPONSIBILITIES

Principals and school staff have the right to:

1. Work in a safe and orderly environment.
2. Be treated courteously, fairly and respectfully by students, parents and guardians and school staff.
3. Communicate concerns, suggestions and complaints to Kingston City School District's central office.
4. Receive supportive professional development and training.
5. Receive the necessary resources to deliver quality instruction.
6. Modify instruction, if consistent with the policies of the Kingston City School District's Board of Education and with system regulations.

Principals and school staff have the responsibility to:

1. Attend work daily, be punctual and use well-planned, creative and engaging instructional plans every day.
2. Maintain safe and orderly schools by using prevention and intervention strategies, and by following the Kingston City School District's policies and Code of Conduct.
3. Be respectful and courteous to students and parents and guardians, serving as role models for students.
4. Be knowledgeable about the policies of the Board of Education and administrative regulations and rules, and enforce them fairly and consistently.
5. Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities.
6. Communicate policies, expectations and concerns, and respond to complaints or concerns from students and parents and guardians in a timely manner and in a language they understand.

7. Make sure that students are referred to the appropriate committees, departments, offices, divisions, agencies or organizations when outside support is necessary.
8. Keep parents and guardians informed of student academic progress and behavior, create meaningful opportunities for their participation, and provide regular communication in a language they understand.
9. Provide make-up work for students with lawful absences, including those students who are absent for disciplinary reasons.
10. Participate in required professional development opportunities.
11. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity and expression, sex, political, social, socio-economic and lifestyle differences with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
12. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
13. Address personal biases that may prevent equal treatment of all students and staff in the school or classroom setting.
14. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the attention of the teacher, school counselor, student support services personnel, or other staff, to the building administrator and/or Dignity Act Coordinator (DAC), in a timely manner.
15. Principals: Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC). Names and contact information for the DACs in each school building can be found on the district website www.kingstoncityschools.org and posted in each school building.
16. Maintain confidentiality in accordance with State and Federal laws.
17. Comply with state laws and regulations regarding corporal punishment, mandated reporting of suspected child abuse in the domestic setting and in the educational setting.

DISTRICT ADMINISTRATOR RESPONSIBILITIES

Kingston City School District Administrators have the responsibility to:

1. Create and implement policies and procedures that encourage safe and orderly schools for all students, school staff and principals.
2. Protect the legal rights of school staff, principals, students and parents and guardians.
3. Be courteous, respectful and fair with students, parents and guardians, school staff and principals.
4. Provide a broad-based and varied curriculum to meet individual school needs.
5. Inform the community, students, parents and guardians, school staff and principals about policies of the Board of Education.
6. Ensure the protection of legal rights of students with disabilities.
7. Provide staff who are trained to meet the needs of students.
8. Provide support and professional development training to principals and school staff to help them support students.
9. Support principal and school staff in the fulfillment of their disciplinary responsibilities.
10. Contact and involve parents and guardians on disciplinary issues.
11. Maintain confidentiality in accordance with State and Federal laws.
12. Address personal biases that may prevent equal treatment of all students and staff in the school or classroom setting.

13. Comply with state laws and regulations regarding corporal punishment, mandated reporting of suspected child abuse in the domestic setting and in the educational setting.

Kingston City School District Superintendent also has the responsibility to:

1. Promote a safe, orderly, respectful and stimulating environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.
2. Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the School Board about educational trends, including student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Address all areas of school-related safety concerns.

BOARD OF EDUCATION RESPONSIBILITIES

The Board of Education has the responsibility to:

1. Collaborate with students, teachers, administrator and parent organizations, school safety personnel, other school personnel and the community to develop a Code of Conduct that clearly defines expectations for the conduct of students, District personnel and other persons on school property and at school functions.
2. Adopt and annually review the District's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation. Update the Code of Conduct as necessary.
3. Appoint a Dignity Act Coordinator in each school building and a Districtwide Dignity Act Coordinator(s). The Dignity Act Coordinators will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, sex, political, social, socio-economic and lifestyle differences. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
4. Lead by example by conducting Board meetings in a professional, respectful, courteous manner. It is further expected that, the Board of Education will take appropriate measures where violations of the Code of Conduct occurs.
5. Maintain confidentiality in accordance with State and Federal laws.
6. Address personal biases that may prevent equal treatment of all students and staff in the school or classroom setting.
7. Comply with law and regulations regarding mandated reporting of suspected child abuse in an educational setting.

SCHOOL VOLUNTEER RESPONSIBILITIES

The Board of Education recognizes that the use of volunteers strengthens school/community relations through positive participation, builds an understanding of school programs among interested citizens, and can assist District employees in providing more individualized and enriched opportunities in instruction. The Board encourages volunteers from all backgrounds and age groups who are willing to share their time, training, experience or personal characteristics to benefit the students of the District.

Volunteers may be involved in many facets of school operation from mentor/tutor relationships to clerical tasks. Volunteers shall not be used to provide transportation services.

School personnel who are responsible for tasks or projects that involve the use of volunteers shall identify appropriate tasks, time schedules, and space for such volunteer activities, as well as make provisions for adequate supervision and evaluation.

Persons who wish to volunteer must contact the supervising administrator. All volunteers must sign the school's volunteer agreement and expectations form, while only Tier 2 and Tier 3 volunteers [see below] must also complete a volunteer application. The volunteer application form shall require the volunteer applicant to disclose any criminal convictions and identify two non-family member personal references. The supervising administrator shall be responsible for verifying that the individual is of good moral character, and for ensuring both references are contacted before the volunteer begins rendering volunteer services. The supervising administrator shall identify the volunteer activity as Tier 2 or Tier 3 on the volunteer application form.

- Tier 1-Someone who volunteers occasionally and in a highly public setting with little or no contact with students and who are under constant supervision by KCSD personnel will not be required to complete a volunteer application, although they will need to sign the school's volunteer agreement and expectations form. A volunteer fitting this example might be someone working at a school field day or fundraising event or someone working in the concession stand or making an occasional classroom visit.
- Tier 2-Regular volunteers during the typical school day/academic setting with student contact under constant supervision of KCSD personnel must complete a volunteer application and agreement acknowledging district expectations for volunteers. A volunteer fitting this example might include a room parent, class readers, front office volunteers and single day field trip chaperones.
- Tier 3- Regular volunteers outside the typical school/academic setting with student contact under the direct supervision of KCSD personnel must complete a volunteer application and agreement acknowledging district expectations for volunteers and have a background check performed. A volunteer fitting this example might include assisting with extra, co-curricular clubs/activities and athletics that meet regularly.

Copies of all volunteer applications must be sent to the personnel office. Tier 2 and Tier 3 volunteers must be approved by the Board of Education. However, the Superintendent, or his/her designee, may grant emergency approval for volunteers, pending future board approval. Tier 3 volunteers must have a background check done. All background checks will be done at district expense.

The District shall retain a complete record of all information obtained through the application process for the same period of time it retains information regarding District employees.

All volunteers are required to act in accordance with the volunteer agreement and expectations, District policies, regulations and school rules. Any staff member who supervises volunteers shall report any volunteer who violates District policies, regulations or school rules to the supervising administrator, who may ask the volunteer to leave school grounds.

Each supervising administrator shall be responsible for maintaining a current and complete list of all active volunteers and their assignments and shall forward same to the Personnel office.

This policy is not intended to apply to student volunteers.

EDUCATIONAL COMMUNITY STANDARD OF DRESS (POLICY #5340)

The Kingston City School District recognizes that decisions regarding dress and grooming require a careful balance of the right of self-expression against the District's obligations to ensure an appropriate educational environment for the provision of the health, safety, and welfare of the school community. It is within the responsibility of the Board of Education to set a standard of dress appropriate for our educational community. In order to be certain that these provisions are reflective of the community standards, they have been developed collaboratively with teachers, administrators, students, and parents.

This Standard of Dress is to be followed in school and on school grounds during regular school hours and at school functions, whether or not on school premises. The principal or his/her designee may waive application of parts of the Dress Standard for special events.

Members of the educational community are expected to be clean and well-groomed in their appearance. They represent our District and community, but more importantly, each represents himself or herself as an individual. Teachers, District personnel, and parents should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

The following are deemed to be inappropriate, either because they interfere with the health and safety of our students and staff, or because they are not appropriate to the educational setting, or are disruptive to the educational process:

- Any dress or appearance which is vulgar, obscene, libelous, or advocates discrimination or denigrates others on the basis of race, color, weight, religion, creed, national origin, sex, gender/gender identity and expression, sexual orientation, disability, political, social, socio-economic and lifestyle differences.
- Any dress or appearance which advocates or encourages illegal activities, violent crimes, or gang related activity and/or colors.
- Any dress with messages that encourage or advocate sexual activity, the use of controlled substances, illegal drugs, alcohol and/or tobacco.
- Headwear: Caps, doo-rags, bandanas, sports caps, stocking caps, visors, hoods of hooded sweatshirts – This does not include hair adornment of a utilitarian nature (barrettes, hair bands, scrunchies), or headwear worn for religious or medical reasons.
- Jewelry: jewelry which can injure the student or others.
- Sunglasses
- Shirts (including blouses and tops): shirts, blouses, and tops which extend below the fingertips either at the sleeve or in overall length; shoulder straps must be the wearer's second and third fingers or more in width; exposure of bare midriffs, backs, or cleavage (front and back), e.g., halter tops, strapless tops.
- Skirts/Shorts/Pants: Skirts, shorts, and pants with inappropriate messages/sayings on the rear of the clothing. Skirts, shorts, and skirt slits shorter than one inch beyond the wearer's fingertips;
- Outerwear: Any form or article of clothing designed primarily for outdoor use while attending class or before/after school indoor activities (e.g., parkas, rain or trench coats, vests, jackets, gloves, mittens).
- Sleepwear/Undergarments: Visible undergarments; Sleepwear, including bedroom slippers, and any dress similar in nature to sleepwear.
- Clothing that reveals or exposes to sight the private parts of the body (e.g., extremely plunging necklines or waistlines)
- Bathing Suits
-

In Addition to the above the following apply:

- Footwear: Footwear must be worn at all times to ensure personal safety and the safety of others. (Flip-flops are permitted).

- Protective Clothing: Students must be dressed in appropriate clothing and protective equipment as required for physical education classes, participation in athletics, science laboratories, home and career skills classes, and recess/playground activities.

Students who violate the dress code will be required to modify their appearance by covering or removing the offending item, and if necessary and/or practical, replacing it with an acceptable item. Any student who refuses to do so may be subject to discipline in accordance with the Code of Conduct.

Dress code violations warrant either a Level 1 or Level 2 response; students should not be suspended or otherwise removed from their educational program because of a dress code violation.

Any student who refuses to comply shall be subject to discipline, up to and including school suspension. Any student who repeatedly fails to comply shall be subject to further discipline, up to and including out of school suspension.

STANDARDS FOR PORTABLE ELECTRONIC DEVICES

ELECTRONIC DEVICES

The possession and use of electronic devices (E-Devices) is a privilege, not a right on the KHS campus. The school may revoke the privilege of possessing and using E-Devices at any time at its sole discretion. E-Devices include devices used to communicate, receive, send, store, record or listen to voice, text digital, audio, video, photo, electronic or internet/cyberspace data, images and/or information which shall include, but not limited to, cellular phones, iPods, personal digital assistants (PDAs), MP3 players, cameras, video cameras, GPS, iPads/tablets, etc. The school is not responsible for lost or stolen E-Devices or any damage to the E-Device, its programs or its contents.

- E-Devices may be carried by students during the school day, but must be carried in an off or silent mode.
- E-Devices shall not be used to connect to district electronic equipment or district electronic networks at any time.
- E-Devices may be used as followed:
    1. Grade 9 students may not use electronic devices in the Scholars' Academy. Students in Grades 10-12 may use only 1 visible earbud in the hallways during passing times and before 7:50 am or after 3:00 pm, but doing so shall be in violation of this policy if it results in a disruption to the educational environment or any school activity or impairs the morale or good conduct of other students.
    2. E-Devices may be used, viewed or listened to (with 1 earbud) by all students during the students' assigned lunch periods, but doing so shall be in violation of this policy if it results in a disruption to the educational environment or any school activity or impairs the morale or good conduct of other students.
    3. Students may not make phone calls; take photographs, record video and/or audio of any kind during passing times in the hallways.
    4. Teachers may use their discretion on what is allowable in their classroom, as it relates to the educational outcomes of their specific curricular needs. Videotaping and photography using E-Devices must be approved by department administrators.
    5. No camera or video-capable E-Device may be used in the locker rooms or restrooms at any time
    6. Students who use their E-Devices in violation of the school Jefferson Code (cheating, bullying, disruptive, harassment, confrontation, etc.) will be held to the appropriate level of consequences as identified in the code.
    7. Students violating the E-Device policy may subject their electronic device to the possibility of confiscation and search by administration in accordance with the law. Confiscated E- devices may either be returned to the student or a parents and guardians dependent on the severity of the violation.

8. The school district is not responsible for lost or stolen electronic devices, or for any communication bill associated with the authorized or unauthorized use of said devices.
9. Police, Law/Enforcement Officials of a Government Agency, School Safety/Security and School Administrative Staff have authorization to possess and operate communication equipment for the conduct of appropriate business

Note: The District may authorize appropriate use of a cell phone in class, when it is used for educational purposes ONLY.

REPORTING STUDENT VIOLATIONS

All District staff authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff that are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized and if appropriate, or refer the matter to a staff member who is authorized to impose an appropriate sanction if appropriate.

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, the building principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function must report this information immediately to a teacher, the building principal, the principal's designee or the Superintendent.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved, and the appropriate disciplinary sanction, which may include permanent suspension and referral for prosecution.

The building principal or his or her designee should only notify law enforcement when there is a violation of the Code of Conduct that requires referral to the police.

The building principal or his or her designee must notify appropriate law enforcement of those violations which constitute or may constitute a crime, and which, in his or her judgment, substantially affect the order or security of a school, its students and/or its staff, as soon as practicable. The notification may be made by telephone or direct report, and may be followed by a letter. The notification must identify the student and explain the conduct which violated the Code of Conduct and which constitutes or may constitute a crime.

STUDENT CONSEQUENCE PROCEDURES

A. Imposition of Consequences

Students who are found to have violated the District's Code of Conduct may be subject to the following consequences, either alone or in combination. The school personnel identified after each consequence are authorized to impose that consequence, consistent with the student's right to due process. The person selecting the consequence will give all consideration to age appropriateness.

1. Oral warning or admonition – any member of the District staff
2. Written warning – bus drivers, hall and lunch monitors, teacher aides, coaches, guidance counselors, teacher, assistant principal, vice principal, principal, Superintendent
3. Written notification to parent – bus driver, hall and lunch monitors, teacher aides, coaches, guidance counselors, teachers, assistant principal, vice principal, principal, Superintendent
4. Detention – teachers, assistant principal, vice principal, principal, Superintendent

5. Suspension from transportation – principal, Superintendent
6. Suspension from athletic participation – coaches, principal, Superintendent, Athletic Director
7. Suspension from social or extracurricular activities – activity sponsor, assistant principal, vice principal, principal, Superintendent
8. Suspension of other privileges – principal, Superintendent
9. Academic sanction (for academic violations) - teacher, principal
10. In-school suspension – assistant principal, vice principal, principal, Superintendent
11. Removal from classroom – teachers, assistant principal, vice principal, principal, Superintendent
12. Short-term (five days or less) suspension from school – principal, acting principal, Superintendent, Board of Education
13. Long-term (more than five days) suspension from school – Superintendent, Board of Education.

B. Procedures

The amount of due process a student is entitled to receive before a consequence is imposed depends on the consequence being imposed. In all cases the school personnel, authorized to impose the consequence, must inform the student of the alleged misconduct and must reach a determination concerning the facts surrounding the alleged misconduct. All students will be afforded an opportunity, if requested, to present their version of the facts to the school personnel imposing the disciplinary consequence.

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

1. Detention. Teachers, principal and the Superintendent may use after school detention as a consequence for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention must be served within one school day from the date of issuance. Exceptions can be made for illness or extenuating circumstances and the student and/or parent notifies the appropriate person, if circumstances allow. Detention takes precedence over extra-curricular activities, athletic practices or events and student employment. Detention will be imposed as a consequence only after the student's parent has been notified to confirm there is no parental objection to the consequence and that the student has appropriate transportation home following the detention. Failure to serve detention will result in another day of detention or in-school or out-of- school suspension unless an exception to extenuating circumstances applies.

2. Suspension from transportation. If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students may have their riding privileges suspended by their principal, vice principal, assistant principal, or the Superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely.

If suspension from transportation will result in the student not being able to attend school, the transportation suspension will be revoked and another Intervention consequence will be used with the Level of offense.

A student subjected to a suspension from transportation is not entitled to a hearing pursuant to Education Law §3214 (unless the suspension from transportation will amount to a suspension from attendance). However, the parents shall be given notification of such action as soon as possible, and the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the consequence involved. Should the suspension from transportation amount to a suspension from attendance at school; the procedures of §3214 will be followed.

3. **Suspension from athletic participation, extra-curricular activities and other privileges.** A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a hearing pursuant to Education law §3214. However, the parents shall be given notification of such action, as soon as possible, and the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the suspension, to discuss the conduct and the consequence involved.

4. **Academic Sanctions.** The consequences for academic violations such as for plagiarism, cheating, reusing one's own paper/project can affect the student's grade (lowering the grade or assigning a grade of zero), require the student to complete a replacement test or assignment or not permit the student to make-up a test or assignment.

5. **In-school suspension.** The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building principals and the Superintendent to place students who would otherwise be suspended from school as the result of the Standards for Community-wide Conduct and Intervention Supports violation in an "in-school suspension."

A student subjected to an in-school suspension is not entitled to a hearing pursuant to Education Law §3214. However, the parents shall be given notification of such action as soon as possible, and the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the in-school suspension, to discuss the conduct and the consequence involved.

6. **Teacher removal of disruptive students.** A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior, and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to sit in a designated area of the room or briefly leaving the classroom to give the student an opportunity to regain his or her composure/self-control under the supervision of an aide or other adult supervisor. Use of classroom management techniques such as these does not constitute disciplinary removal for purposes of these Standards, so long as the student is not sent to the care or custody of someone other than the classroom teacher.

On occasion, a student's behavior may become disruptive. For purposes of these Standards, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, i.e., interrupts or interferes with a student's ability to learn or impedes or interferes with a teacher's ability to teach or to maintain order in the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent and/or vociferous unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules in a manner which interferes with the process of instruction in the class. Examples include repeated and/or severe instances of speaking loudly or disrespectfully to the teacher or others, speaking out of turn, leaving his or her seat without permission, physical contact with another or throwing items.

A classroom teacher may remove a disruptive student from class for up to four days (including the day on which the removal occurs) when other behavior management techniques have been used but have not been successful in eliminating the disruptive conduct, or the conduct is so severe that such techniques cannot feasibly be used. The removal from class, only applies to the class of the removing teacher. Removal of a student with a disability, under certain circumstances, may cause a change in the student's placement.

Accordingly, any special education student who has received nine previous days of suspension and/or removal, may be removed only with verification from the principal or Chairperson of the Committee on Special Education, such that removal will not violate the student's rights under state or federal law.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to

explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class. However, if the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.

The teacher must document the removal of the student in writing, and verbally notify the Principal immediately to explain the circumstances of the removal and to present the removal letter.

Within 24-hours after the student's removal, the principal must notify the student's parents that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal to discuss the reasons for the removal.

The principal may require the teacher who ordered the removal to attend the informal conference within working hours. If at the informal meeting the student denies the charges, the principal must explain why the student was removed and give the student and the student's parent a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal may overturn the removal of the student from class, if the principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is in violation of law, including the District's Standards for Community-wide Conduct and Intervention Supports.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

Where an informal conference has been requested, the principal is to issue his/her decision by the close of business on the day following the 48-hour period for the informal conference. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever occurs first.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities, alternative means of instruction, until he/she is permitted to return to the classroom. The alternative instruction shall be provided by personnel in the school. The alternative instruction shall begin as soon as practicable, but in no event later than the second day of removal. Mechanisms for the provision of such services at each school shall be developed, and the principal shall be responsible for assuring that alternative instruction is provided to each eligible student. A day of removal shall not be counted as a day of absence for purposes of the District's attendance policy (unless the student fails to attend the alternative instruction which is provided).

Each teacher must keep a written log (on a District provided form) for all cases of removal of students from his or her class. The principal must keep a written building log (on a District provided form) of all removals of students from class.

The principal may designate another administrator to carry out his or her duties under this section, and the term "principal" as used in these removal procedures shall be deemed to include any such designee.

7. Suspension from school. Suspension from school is a significant consequence, which may be imposed upon students who violate the Code of Conduct and warrant a Level 3 or Level 4 response.

(a.) Are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others;

(b.) Engage in off-campus conduct (not at school or while not under the supervision of school authority or any employee or board member of the district), that adversely affects the educative process or endangers the health, safety or morals of students, or poses a threat of harm to him or herself, or to school property.

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

Any staff member may recommend to the Superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the Superintendent for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension, and in no event later than the end of the next school day.

These procedures are also applicable where the student is suspended by an administrator from only one (or more) classes rather than from his or her entire educational program.

C. Short Term Suspension Process

Any suspension from school less than five school days shall be considered a short-term suspension.

Prior to a proposed suspension from school for between one and five days by a Building Principal or an acting Principal in the absence of the Building Principal, the student and his/her parent(s)/guardian(s) shall be notified, in writing, by personal delivery, express mail or overnight service, and by telephone, if possible, within 24 hours of the decision to propose suspension.

Such written notice shall include a description of the incident(s) resulting in the suspension and shall inform the parent(s)/guardian(s) of their right to request an immediate informal conference with the Principal at which the student and/or his/her parent may present the student's version of the event and ask questions of complaining witnesses. Upon such request, an informal conference with the Principal and other parties involved shall be convened as soon as possible, [at which time questions may be asked of complaining witnesses by the parent(s)/guardian(s).] The right to an informal conference with the Principal shall also extend to a student if 18 years of age or older. The notice and informal conference shall be in the dominant language or mode of communication used by the parent. If the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

D. The Long-term Suspension Process: Suspension for More than Five School Days

Any suspension from school in excess of five school days shall be considered a long-term suspension. Unless there is an agreement between the person requesting the suspension and the parent, a long-term suspension may be done only after the Superintendent of Schools or the Board of Education has conducted a hearing.

When a student is subject to a long-term suspension, a hearing shall be conducted by the Superintendent if the Building Principal, acting Building Principal or the Superintendent has made the original suspension, or before the Board where that body has made the original suspension. The Superintendent of Schools or Board of Education may designate a Hearing Officer to make findings of fact with respect to the charges of infractions under this Code of Conduct, as well as consequence recommendation pursuant to the consequence parameters described herein.

E. Hearing Procedures

Any appeal brought by the parent or student over the age of 18 of a Principal's suspension must be presented to the Board of Education prior to filing any further appeal.

In the event of the suspension of a student over the age of 18, the notice, as described above, shall be delivered or mailed to the student, as well as to the student's parent(s), if any. Emancipated minors shall be entitled to the same notice rights as a student beyond the age of 18 years.

- **Notice of Hearing.** In the event of the suspension of a student under the age of 18 years, the notice of suspension will be mailed or delivered to the parent(s)/guardian(s), who shall have a minimum of 48 hours' notice of the time and place of the hearing, as well as the nature of the charge(s) and the facts, sufficiently stated so that a proper defense may be placed upon the record on behalf of the student. All notices of long-term suspension hearings shall contain provisions indicating that the student has the right to be represented by an attorney or lay counsel, that a transcript of the hearing will be which designated him/her immediately upon the conclusion of the long-term suspension hearing.

  The Superintendent or Board, whichever designated the Hearing Officer, shall make its own findings of fact and consequence decision, by adopting those of the designated Hearing Officer, where applicable, in whole or in part, or by reaching independent findings of fact and consequence determinations. This process shall be concluded within the five school day period from the time of the initial suspension if the student is to be continuously suspended. The decision may be communicated to the student's representative and/or student (where over the age of 18) beyond the five school day period in cases where the student has been reinstated to attendance in school pending the final determination on the charges and consequence by the Superintendent or the Board, in cases to be decided by them, respectively.

- **Alternate instruction.** When a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the District will take steps to provide continued educational programs and activities, by alternative means of instruction, for the student. The alternative instruction may be provided by personnel in the school, or at an alternative school, by home instruction, or by a school suspension instruction program. The alternative instruction shall begin as soon as practicable, but in no event later than the third day of suspension. Mechanisms for the provision of such services at each school shall be developed by the District, and the principal shall be responsible for assuring that alternative instruction is provided to each eligible student. When a student above compulsory attendance age is suspended from school, the District will consider providing alternative instruction on a case-by-case basis.

F. Minimum Period of Suspension

1. Students who bring a weapon to school.

Any student, including students with disabilities pursuant to Federal and State Laws and Commissioner's Regulations Part 200 and 201, found guilty of bringing a weapon, including, but not limited to, a knife, rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun (Commissioner's Decision No. 14,733, No. 15,041); onto school property will be subject to suspension from school for at least one calendar year. Any student found guilty of bringing an imitation gun onto school property may be subject to the same consequence.
Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the following:

1) Age, health, and disability or special education status of the student
2) Appropriateness of student's academic placement
3) Student's prior conduct and record of behavior

4) Student's understanding of the impact of their behavior attitude

5) Student's willingness to repair the harm caused by their behavior

6) Seriousness of the behavior offense and the degree of harm caused

7) Impact of the incident on overall school community

8) Whether the student's violation threatened the safety of any student or staff member

9) The likelihood that a lesser intervention would adequately address the violation

10) The Superintendent may recommend that a threat assessment, special intervention, health examination, or mental health examination be completed by a certified District employee or designee in order to determine if a student suspended for bringing a weapon to school pursuant to the Code of Conduct is eligible for a return to school from a long-term suspension prior to the original date of return and/or to determine and promote the educational interests of the student.

2. Violent students who commit an act(s) other than bringing a weapon to school.

Any student, other than a student with a disability, who is found to have committed an act which makes him a violent student as defined in these Standards, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed consequence is the minimum five school day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed consequence exceeds the minimum five school day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The suspending authority has the authority to modify the minimum five school day suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the factors considered in modifying a one-year suspension for possessing a weapon.

3. Students who are repeatedly substantially disruptive of the educational process or who repeatedly substantially interfere with the teacher's authority over the classroom.

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of the Code of Conduct "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214 (3-a) and these Standards on four or more occasions during a semester. If the proposed consequence is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed consequence exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The suspending authority has the authority to modify the minimum five-day suspension on a case-by-case basis.

In deciding whether to modify the consequence, the suspending authority may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

G. Referrals to Outside Organizations

1. Counseling and Human Services Agencies

KCSD staff may be a resource to parents for referrals of students to counseling and human services agencies.

2. Person in Need of Supervision (PINS) Petitions

The District may in appropriate cases seek the assistance of the Family Court through a PINS petition when students exhibit a pattern of unexcused absences, in accordance with the District's Attendance Policy. In addition, any student who is found to have brought a weapon to school, any violent student or

any student who commits criminal acts on school property will be referred to the proper law enforcement agency in accordance with the terms of these Standards.

3. Juvenile Delinquents and Criminal Offenders

The Superintendent is required to refer the following students to the County Attorney or District Attorney, as appropriate for a juvenile delinquency proceeding before the Family Court or proceedings before the appropriate criminal court:

(a) Any student who is found to have brought a weapon to school, or

(b) Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).

(c) Any student committing an offense against the District, the school or any school personnel.

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the district's student code of conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes.

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

DEFINITIONS

For purposes of this portion of the code of conduct, and consistent with applicable law and regulations, the following definitions will apply:

Behavioral Intervention Plan (BIP) means a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.

Controlled substance means a drug or other substance abuse identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).

Disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

a. For more than 10 consecutive school days; or

b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another.

Illegal drug means a controlled substance, illegally used or misused prescription drugs, but does not include a controlled substance legally possessed or used under the supervision of a licensed health- care professional, or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of federal law.

Interim alternative educational setting (IAES) means a temporary educational placement, other than the student's current placement at the time of the behavior precipitating the IAES placement. An IAES must allow a student to continue to receive educational services that enable him or her to continue to participate in the general curriculum and progress toward meeting the goals set out in the student's individualized education program; as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

Manifestation review means a review of the relationship between the student's disability and the behavior subject to disciplinary action required when the disciplinary action results in a disciplinary change of placement, and conducted in accordance with requirements set forth later in this policy.

Manifestation team means a district representative knowledgeable about the student and the interpretation of information about child behavior, the parents and guardians, and relevant members of the committee on special education as determined by the parents and guardians and the district.

Removal means a removal of a student with a disability for disciplinary reasons from his or her current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.

School day means any day, including a partial day, that students are in attendance at school for instructional purposes.

Serious bodily injury means bodily injury which involves a substantial risk of death, extreme physical pain, protracted obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Student presumed to have a disability for discipline purposes means a student who, under the conditions set forth later in this policy, the district is deemed to have had knowledge was a student with a disability before the behavior that precipitated the disciplinary action.

Suspension means a suspension pursuant to §3214 of New York's Education Law.

Weapon means the same as the term "dangerous weapon" under 18 USC §930(g)(2) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury.

Authority of School Personnel to Suspend or Remove Students with Disabilities

The Board, District Superintendent, Superintendent of Schools or a Building Principal with authority to suspend students under the Education Law may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days.

The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed ten consecutive school days inclusive of any period in which the student has been suspended or removed for the same behavior pursuant to the above paragraph, if the Superintendent determines that the student's behavior warrants the suspension. The Superintendent also may order additional suspensions of not more than ten consecutive school days in the same school year for separate incidents of misconduct, as long as the suspensions do not constitute a disciplinary change of placement.

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the student's disability. In such an instance, the Superintendent may discipline the student in the same manner and for the same duration as a non-disabled student.

Furthermore, the Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability to an IAES to be determined by the committee on special education for a period of up to 45 school days if the student either:

1. Carries or possesses a weapon to or at school, on school premises or to a school function, or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the district's jurisdiction, or
3. Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the district's jurisdiction.

The Superintendent may order the placement of a student with a disability to an IAES under such circumstances, whether or not the student's behavior is a manifestation of the student's disability. However, the committee on special education will determine the IAES.

Procedures for the Suspension or Removal of Students with Disabilities by School Personnel

1. In cases involving the suspension or removal of a student with a disability for a period of five consecutive school days or less, the student's parent or persons in parental relation to the student will be notified of the suspension and given an opportunity for an informal conference in accordance with the same procedures that apply to such short term suspensions of non-disabled students.

2. The suspension of students with disabilities for a period in excess of five school days will be subject to the same due process procedures applicable to non- disabled students, except that the student disciplinary hearing conducted by the Superintendent or a designated hearing officer shall be bifurcated into a guilt phase and a consequence phase. Upon a finding of guilt, the Superintendent or the designated hearing officer will await notification of the determination by the manifestation team as to whether the student's behavior was a manifestation of his or her disability. The consequence phase of the hearing may proceed after receipt of that notification. If the manifestation team determined that the behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a non-disabled student, except that he or she will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student's disability, the hearing will be dismissed, unless the behavior involved concerned weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.

Limitation on Authority of School Personnel to Suspend or Remove Students with Disabilities

The imposition of a suspension or removal by authorized school personnel may not result in a disciplinary change of placement of a student with a disability that is based on a pattern of suspensions or removals as set forth above in the *Definitions* section of this policy, unless:

1. The manifestation team determines that the student's behavior was not a manifestation of the student's disability, or
2. The student is removed to an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury as set forth above. School personnel will consider any unique circumstances on a case-by-case basis when determining whether a disciplinary change in placement is appropriate for a student with a disability who violates the district's code of conduct.

In addition, school personnel may not suspend or remove a disabled student in excess of the amount of time that a non-disabled student would be suspended for the same behavior.

Parents and Guardians Notification of a Disciplinary Change of Placement

The district will provide the parents and guardians of a student with a disability notice of any decision to make a removal that constitutes a disciplinary change of placement because of a violation of the student code of conduct. Such notice will be accompanied by a copy of the procedural safeguards notice.

Authority of an Impartial Hearing Officer to Remove a Student with a Disability

An impartial hearing officer may order the placement of a student with a disability to an IAES for up to 45 school days at a time if he or she determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others. This authority applies whether or not the student's behavior is a manifestation of the student's disability.

Manifestation Review

A review of the relationship between a student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the student's disability will be made by the manifestation team immediately, if possible, but in no case later than 10 school days after a decision is made by:

1. The Superintendent to change the placement of a student to an IAES;
2. An impartial hearing officer to place a student in an IAES; or
3. The Board, the Superintendent, or Building Principal to impose a suspension that constitutes a disciplinary change in placement. The manifestation team must determine that the student's conduct was a manifestation of the student's disability if it concludes that the conduct in question was either:

a. Caused by or had a direct or substantial relationship to the student's disability, or

b. The direct result of the district's failure to implement the student's individualized education program. The manifestation team must base its determination on a review of all relevant information in the student's file including the student's individualized education program, any teacher observations, and any relevant information provided by the parents and guardians.

If the manifestation team determines that the student's conduct is a manifestation of the student's disability, the district will:

1. Have the committee on special education conduct a functional behavioral assessment of the student and implement a behavioral intervention plan, unless the district had already done so prior to the behavior that resulted in the disciplinary change of placement. However, if the student already has a behavioral intervention plan, the CSE will review the plan and its implementation, and modify it as necessary to address the behavior.
2. Return the student to the placement from which he or she was removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and guardians and the district agree to a change in placement as part of the modification of the behavioral intervention plan. If the manifestation team determines that the conduct in question was the direct result of the district's failure to implement the student's individualized education program, the district will take immediate steps to remedy those deficiencies.

Services for Students with Disabilities during Periods of Suspension or Removal

Students with disabilities who are suspended or removed from their current educational setting in accordance with the provisions of this policy and applicable law and regulation will continue to receive services as follows:

1. During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the district will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age will receive services during such periods of

suspension or removal only to the same extent as non-disabled students of the same age would if similarly suspended.

2. During subsequent suspensions or removals of up to 10 school days that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the district will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement. In addition, during such periods of suspension or removal the district will also provide students with disabilities services necessary for them to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.
3. During suspensions or removals in excess of 10 school days in a school year that constitute a disciplinary change in placement, including placement in an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, the district will provide students with disabilities services necessary to enable them to continue to participate in the general curriculum, to progress toward meeting the goals set out in their respective individualized education program, and to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so it does not recur. In such an instance, the committee on special education will determine the appropriate services to be provided.

Students Presumed to Have a Disability for Discipline Purposes

The parents and guardians of a student who is facing disciplinary action but who was not identified as a student with a disability at the time of misconduct has the right to invoke any of the protections set forth in this policy in accordance with applicable law and regulations, if the district is deemed to have had knowledge that the student was a student with a disability before the behavior precipitating disciplinary action occurred and the student is therefore a student presumed to have a disability for discipline purposes.

If it is claimed that the district had such knowledge, it will be the responsibility of the Superintendent, Building Principal or other authorized school official imposing the suspension or removal in question for determining whether the student is a student presumed to have a disability for discipline purposes. The district will be deemed to have had such knowledge if:

1. The student's parents and guardians expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression may be oral if the parents and guardians does not know how to write or has a disability that prevents a written statement; or
2. The student's parents and guardians has requested an evaluation of the student; or
3. A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student directly to the district's director of special education or other supervisory personnel.

Nonetheless, a student will not be considered a student presumed to have a disability for discipline purposes if notwithstanding the district's receipt of information supporting a claim that it had knowledge the student has a disability,

1. The student's parents and guardians has not allowed an evaluation of the student; or
2. The student's parents and guardians has refused services; or
3. The District conducted an evaluation of the student and determined that the student is not a student with a disability. If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if the district receives a request for an individual evaluation while the student is subjected to a disciplinary removal, the district will conduct an expedited evaluation of the student in accordance with applicable

law and regulations. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the district which can include suspension.

Expedited Due Process Hearings

The district will arrange for an expedited due process hearing upon receipt of or filing of a due process complaint notice for such a hearing by:

1. The district to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement;
2. The district during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings;
3. The student's parents and guardians regarding a determination that the student's behavior was not a manifestation of the student's disability; or
4. The student's parents and guardians relating to any decision regarding placement, including but not limited to, any decision to place the student in an IAES. The district will arrange for, and an impartial hearing officer will conduct, an expedited due process hearing in accordance with the procedures established in Commissioner's regulations. Those procedures include but are not limited to convening a resolution meeting, and initiating and completing the hearing within the timelines specified in those regulations. When an expedited due process hearing has been requested because of a disciplinary change in placement, a manifestation determination, or because the district believes that maintaining the student in the current placement is likely to result in injury to the student or others, the student will remain in the IAES pending the decision of the impartial hearing officer or until the expiration of the period of removal, whichever occurs first, unless the student's parents and guardians and the district agree otherwise.

Referral to Law Enforcement and Judicial Authorities

Consistent with its authority under applicable law and regulations, the district will report a crime committed by a student with a disability to appropriate law enforcement and judicial authorities. In such an instance, The Superintendent will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration to the appropriate authorities to whom the crime is reported, to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

CORPORAL PUNISHMENT/PHYSICAL RESTRAINT (5335)

The Board of Education of the Kingston City School District prohibits the use of corporal punishment against a student by any teacher, administrator, officer, employee or agent of this School District.

As used in this policy, corporal punishment means any act of physical force upon a student for the purpose of punishing that student, except as otherwise provided herein.

In situations in which alternative procedures and methods not involving the use of physical force cannot reasonably be employed and after issuing a verbal command to attempt to stop the objectionable conduct against persons or property, any of the above-enumerated persons may use reasonable physical force for the following purposes:

1. To protect oneself from physical injury;
2. To protect another student or teacher or any person from physical injury;
3. To protect the property of the school or others; or
4. To restrain or remove a student whose behavior is interfering with the orderly exercise and performance of school district functions, powers and duties, if that student has refused to comply with the request to refrain from further disruptive acts.

Whenever a school employee uses physical force against a student, the school employee shall report the incident to the building principal within the same school day. The building principal shall immediately investigate the incident and shall make a report to the Superintendent describing in detail the circumstances and the nature of the action taken, if any.

The Superintendent of Schools shall submit a written report semi-annually to the Commissioner of Education, with copies to the Board of Education, setting forth the substance of each complaint about the use of corporal punishment received by the School District during the reporting period, the results of each investigation, and the action, if any, taken by the School District in each case.

STUDENT SEARCHES AND INTERROGATIONS (5330)

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

In addition, the Board authorizes the Superintendent of Schools, a Deputy Superintendent of Schools, Building Principals, Vice Principals, Assistant Principals, the school nurse and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable individualized suspicion to believe that the search will result in evidence that the student violated the law or the District Code of Conduct. The Board directs that no student be searched by school officials unless there exists reasonable individual suspicion**,** that the search will reveal evidence that the student has violated or is violating either the law or the District Code of Conduct.

The reasonableness of the search will depend upon: the student's age; the student's history and record in school; the prevalence and seriousness of the problem to which the search is directed; the urgency requiring an immediate search; and the probative value and reliability of information used as justification for the search.

The request for a search of a student or a student's possessions will be directed to the Building Principal who if the requester has furnished a reasonable suspicion basis for a student search shall seek voluntary consent from the student to conduct the search and may also attempt to obtain an admission from the student of possession of the contraband or illegal property.

Whenever practicable, the search should be conducted in the presence of the student, where applicable and in the privacy of the Principal's office with another adult staff member being present. The search shall be limited in scope to the extent necessary to locate the illegal contraband or illegal property.

The Principal shall be responsible for the prompt recording in writing of each student search. Such writing should include the reasons for the search, information received that established the need for the search and the name of the informant (informants other than school district employees will be considered reliable if they have previously supplied information which was accurate and verified), the persons present when the search was conducted, any substances or objects located, and the disposition of such substances or objects. The Principal shall be responsible for the custody, control, and disposition of any illegal or dangerous contraband or illegal property taken from a student. The police

will be immediately notified whenever school officials come into possession of illegal substances and/or illegal weapons in order to receive direction regarding the disposition of such items.

A search based upon the reasonable suspicion that the health and safety of others is immediately threatened may be conducted with as much speed as is required to protect persons and property.

Desks, school lockers, storage spaces, and computers are the property of the School District and, therefore, students have no reasonable expectation of privacy in such locations. Students shall be informed by the administration that desks, lockers, storage spaces and computers are not their private property, but are the property of the School District and, as such, may be opened and subject to inspection at any time by school officials. Further, the School District may invite the police with K-9 units for the purpose of detecting the presence of illegal drugs and/or other illegal substances in such spaces. Police dogs shall not be brought to search the persons present (sniffing students and other persons in our schools).

No police officer shall perform a student search unless authorized by a search warrant or court order or upon demonstrating probable cause to establish that the commission of an illegal act is occurring on school premises (hot pursuit doctrine).

When authorized to search by a warrant, the Principal shall first attempt to inform the student's parents and guardians of the police demand to search in order to afford the parents and guardians an opportunity to be present at the search. In the event that the parents and guardians cannot be contacted prior to a police search, the parent or guardian shall be informed of the search in writing by the Principal immediately thereafter.

Student Lockers, Desks and other School Storage Places

The rules regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

Personal Searches

A personal search is a search that requires a student to remove not only outer clothing but also inner clothing that may reveal the private parts of their anatomy**.** If an authorized school official believes it is necessary to conduct a personal search of a student, the school official may do so only if the search is authorized in advance by the Superintendent or Deputy Superintendent in his absence, after consultation with the school attorney. The Superintendent of Schools or Deputy Superintendent in his absence may determine to call the police to conduct the search. If the personal search is to be conducted by school officials it must be based upon a heightened degree of reasonable suspicion and the reasonableness of its scope giving due consideration to the necessity to conduct a personal search based upon the danger posed by the suspected contraband or illegal property and must be conducted by two administrators and/or nurses of the same sex as the student. The only exception to this rule requiring advance authorization is when the school official believes there is an emergency situation that could threaten the safety of the student or others.

Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

- Name, age and grade of student searched.
- Reasons for the search.
- Name of any informant(s).
- Purpose of search (that is, what item(s) were being sought).
- Type and scope of search.
- Person conducting search and his or her title and position.
- Witnesses, if any, to the search.
- Time and location of search.
- Results of search (that is, what items(s) were found). Disposition of items found.

Time, manner and results of parental notification

The Principal or the Principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The Principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s), until the item is turned over to the police. The Principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search warrant; or
2. An arrest warrant; or
3. Probable cause to believe a crime has been committed on school property or at a school function; or

Before police officials are permitted to question or search any student, the Principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The Principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

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

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

The District must give CPS workers and members of a CPS multidisciplinary team access to and an opportunity to interview "any child named as victim in a report of suspected abuse or maltreatment" as well as "any sibling or other child residing in the same home as the named victim" without parental permission or a court order. All requests by CPS to interview a student on school property should be made to the Building Principal who shall require that CPS workers and other members of a multidisciplinary team who accompany a CPS worker, provide professional identification and also identify the specific children they are seeking to access and/or interview.

The Building Principal may authorize a District staff member to observe the interview either from the same or a different room.

CPS and/or the CPS multidisciplinary team must also comply with all visitor policies or procedures of the school or school district which would not unreasonably interfere with CPS interviews or investigation. For example, this might include building procedures such as "sign-in and sign-out", keeping cell phones on vibrate so as not to disrupt instruction, or similar procedures.

The parent or guardian should not be called prior to or following the CPS interview.

A CPS worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

VISITORS TO THE SCHOOL (1300)

The Board encourages parents and other citizens to visit the District's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

The Board of Education and staff of the School District welcome parents and other interested citizens in visiting our schools periodically during the course of the school year.

The Superintendent of Schools is directed to establish regulations which will encourage and permit access of authorized persons to the school, and at the same time safeguard the educational program from disruptions and distractions and maintain safety and security.

For the purpose of this policy, a visitor is defined as employees/students outside of their home school, Board members, parents, other adults, other residents, and non-students. Furthermore, principals are authorized to establish additional rules or other procedures to define regulations about visitors in their schools, as long as those rules do not conflict with Board policies or the Superintendent's regulations or directions.

The Board recognizes that many visitations will occur as part of scheduled open community events or specifically inviting a particular category of visitors, e.g., open houses, parent-teacher conference meetings, athletic or music events, parent-teacher organization meetings, etc. At these times it is impractical to have everyone sign in at the office, although there may be a requirement that visitors are asked to sign in elsewhere.

All visitors must report immediately to the office or reception area upon entering a school building. All visitors who stay are expected to sign a ledger and wear appropriately the designation as a visitor.

Any unauthorized person on school property, anyone engaging in questionable or inappropriate conduct, or an individual where a question exists about their visitor status shall be immediately reported to an administrator, a security officer or other responsible staff member.

Visits to school buildings shall be in accordance with Board policies, administrative regulations and school-based rules. Signs directing visitors to the office/reception area where copies of such procedures will be readily available are to be posted in conspicuous places around the building.

Board of Education members who visit schools of their own volition have no more authority than any other citizen and are expected to follow this policy as any other visitor. The Board of Education realizes its responsibility to protect the rights of students to teach, teachers to teach and of all persons associated with providing School District service to perform their duties free from undue interference. The professional and educational activities of the School District can flourish only in a safe and secure environment where the behavior of individuals is characterized by respect, civility, following established rules and self-restraint.

Parents or guardians may wish to visit their child's classroom at other than regularly scheduled times. This kind of visitation may be scheduled after talking with the principal and/or the teacher to discuss how to best accommodate and schedule the request. Parents should realize that teachers' first obligation is to the students, therefore, lengthy discussion or conferences must be scheduled for another time. Such visits are encouraged.

Visitors are expected to have a purpose and a particular designation in mind and, therefore, are not free to roam school property, unescorted.

Persons not following this policy, administrative regulations, or school-based rules/procedures will be asked to leave by school personnel. Any individual who refuses will be considered as trespassing and the police will be contacted.

Enforcement for Persons Other Than Students

For all persons other than students, violation of this Code shall be subject to the following provisions.

A. Consequences

Persons who violate these Standards shall be subject to the following consequences:

1. **Visitors.** Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection, or to arrest and prosecution, at the discretion of the Principal and the police. Where warranted, they may be excluded from school property and/or functions in the future.
2. **Tenured faculty members and administrators.** They shall be subject to disciplinary action, up to and including discharge, as the facts may warrant in accordance with Education Law §3020-a and any other legal and contractual rights that they may have.
3. **Staff members in the classified service of the Civil Service entitled to the protection of Civil Service Law §75.** They shall be subject to disciplinary action, up to and including discharge, as the facts may warrant in accordance with Civil Service Law §75 and any other legal and contractual rights that they may have.
4. **District employees other than those described in subdivisions 2 and 3.** They shall be subject to warning, reprimand, suspension, dismissal or other disciplinary action, as the facts may warrant in accordance with any legal and/or contractual rights they may have.

B. Enforcement

Each building principal or his or her designee shall be responsible for enforcing the conduct required by this Code.

When the building principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and ask the individual to stop such behavior. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, KCSD security and/or law enforcement authorities will be contacted to assist in dealing with the person.

Following such an incident, the building principal or his or her designee shall report the incident to security and to local law enforcement, if they have not already been notified.

The District will consider violations of these Standards as a possible basis for disciplinary action against any staff member. In addition, the District reserves its rights to pursue a civil or criminal legal action against any person violating these Standards and/or the law at or in connection with school.

The building principal or his or her designee must notify the appropriate local law enforcement agency of the standards violations which constitute or may constitute a crime and which, in his or her judgment, substantially affect the order or security of a school its students and/or its staff, as soon as practicable. The notification may be made by telephone or direct report, and may be followed by a letter. The notification must identify the student and explain the conduct which violated the code of conduct and which constitutes or may constitute a crime.

TRAINING

Staff training will be provided as needed to ensure that the disciplinary practices in each school are effective and that relevant policies and procedures are equitably applied.

Training may include such topics as child and adolescent development and psychology; age-appropriate responses; culture competence; restorative justice techniques; special accommodations for students with disabilities; practices proven to improve school climate, and the creation of safe spaces for lesbian, gay, bisexual, transgender, and questioning students.

ANNUAL DATA COLLECTION AND REVIEW

Schools will annually review their school climate and submit a publicly available written report. Based on the review, schools will make changes consistent with the intent of this and other policies.

The review will include the following:

a. Overall Enrollment – Three-Year Trend
b. Racial/Ethnic Distribution by School
c. Accountability Subgroups Distribution by School
d. Free & Reduced Lunch Enrollment
e. Four Year Graduation Rate – Three-Year Trend
f. Traditional Regents Exam % of Students at Each Performance Level
g. AP Exams% of Students at Each Performance Level

h. Grade 3 – 8 ELA, Math & Science Performance Trends

i. School Accountability Status

DISSEMINATION AND REVIEW

The Board of Education will review the Code of Conduct regularly and update as necessary. In conducting the review, the Board will consider how effective the Standard's provisions have been and whether the Standards have been applied fairly and consistently. The Board may appoint an advisory committee to assist in reviewing the Code of Conduct and the District's response to violations. The committee will be made up of representatives of student, teacher, administrator, parents and community-based organizations, school safety personnel and other school personnel. Revisions to the Code of Conduct will be made only after at least one public hearing, which provides for the participation of school personnel, parents, students and any other interested party.

The District shall post the complete Code of Conduct on the District website. The District shall file a copy of the Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

Public Hearing: January 11, 2017
Final – Adopted January 25, 2017

Appendix “B”

PARENT INVOLVEMENT
&
SCHOOL VOLUNTEERS

Policy #1900

SCHOOL/FAMILY/COMMUNITY PARTNERSHIP POLICY

The Board of Education, representing the community of the Kingston School District, believes that a child's education is a responsibility shared from pre-school through high school by the school and family during the entire period the child spends in school. When schools strive to empower families and develop their connections, families can become powerful allies of the schools and advocates for public education, as well as their own children. To reach the goal of the School District to educate all students to their maximum potential, the schools and parents must work in active partnership to support academic excellence and character development.

Furthermore, the Board recognizes that our community is diverse in culture, language, resources, and needs. This School District and the schools within its boundaries, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of all students and their families.

Consistent with the parent involvement goals of Title I, Part A of the federal No child Left Behind Act of 2001 (NCLB), the Board of Education will ensure the development and implementation of programs, activities and procedures that encourage and support the education of parents of students eligible for Title I services in all aspects of their child's education. The Board also will ensure that all of its schools receiving title I, Part A funds develop and implement school level parental involvement procedures, as further required by federal law.

To this end, the Board supports the development, implementation, and regular evaluation of parent involvement opportunities in each school. An action plan for family/community involvement will be included in each school's Building Leadership Team and School Improvement Plan. The Building Leadership Teams include parents as active team participants who provide equal input to the development of the school Improvement Plans.

Parent involvement programs should include, but not be limited to, the following components for success:

a) Parents/Guardians are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

b) Communication in all forms between home and school is consistent, timely, meaningful, and nurtures a trusting and respectful relationship.

c) Parents/Guardians are welcome in the school, and their support and assistance are sought.

d) Parents/Guardians play an integral role in assisting student learning.

e) Community partnerships are a key component of this policy, and toward this end: The district will build relationships with local businesses, local government, health care, social service and civic and community organizations, in order to share resources and strengthen school programs, family practices, and school learning

Since parent involvement and community partnerships are essential to improving student achievement, our School District shall actively support the implementation of the school/family/community partnership.

The Board, along with its Superintendent of Schools and other appropriate staff, will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of Title I schools, including the identification of barriers to greater participation by parents in activities under this policy and its regulations, and the revision of parent involvement policies necessary for more effective involvement.

Adoption Date: 03/09/05
Revised: 02/18/09
1st Reading of Revision: 11/20/13, 01/07/15
Adopted Date: 12/04/13, 01/21/15

1900-R **REGULATIONS**

SCHOOL/FAMILY/COMMUNITY PARTNERSHIP POLICY

Since parent involvement is essential to improving student achievement, it is to be supported through the development, implementation and regular evaluation of parent involvement opportunities at each school.

GUIDELINES

Schools will work to empower parents to become active partners in the education of their children.

Professional development in the area of parent involvement will be part of this district's *Professional Development Plan* and course offerings.

District-wide Parents' Council will work in collaboration with the administration to model, advocate and "workshop" meaningful and increased parents' involvement so as to lead to more positive outcomes.

The district will actively seek and identify parent partners who reflect the diversity of our student and parent populations relative to culture, language, resources, and needs.

Parent involvement in this district will not be dependent upon finances or access to technology.

The district will actively seek and identify community resources which strengthen school programs, family practices, and student learning.

The development, implementation, and evaluation of each school's *Parent Involvement Policy* will be the work of the school's Building Leadership Team (BLT).

ACCOUNTABILITY

- The Board of Education, in collaboration with parents and the BLT's, will review this policy annually.

- The Comprehensive District Education Planning Team (CDEP), working in conjunction with each school's BLT, will ensure meaningful selection and participation of parent representatives on the planning teams.

- Each school's BLT will evaluate the effectiveness of its individual school's *Parent Involvement Policy* annually. BPT's throughout the district are encouraged to meet to share "best practices" as they relate to this policy and its regulations.

- Each school's BLT, in collaboration with the district, will survey parents every two years for parental input/feedback regarding school climate, school effectiveness, family/student needs, and the effectiveness of this policy and its regulations.

- Each building principal will identify those families within his or her school who are not English speaking, and make every effort to communicate with them in their native language.

- This policy and its regulations as well as each school's *Visitor's Policy* will be distributed to all families at the start of each school year.

This policy and its regulations will be reviewed with staff members at the start of each school year.

Students and their families-will be given an opportunity to fully understand the definitions and expectations of "academic excellence" and "character development" as they are defined and implemented in this district. Written curriculum summaries, samples of excellent student work, student test scores, meaningful report card comments and character development plans are some examples of such opportunities. The timely return of parent telephone calls and written responses to parent inquiries is expected.

SCHOOL/FAMILY/COMMUNITY PARTNERSHIP

RECOMMENDATIONS FOR BUILDING PLANS

Legislation now requires that each district create a "parent involvement" policy. The policy adopted by the Board of Education is entitled "School/Family/Community Partnership Policy." Through this policy it is further defined that each building will, as part of each school's yearly BLT plan, include a parent involvement component promoting positive interactions among families, the community and the school. Following are suggestions/recommendations for implementation.

1. Distribute and review the parent involvement policy with all staff members.
2. Train parents, staff members and administrators to build a partnership between home and school and to work together effectively. Outline how all stakeholders will share the responsibility for improved student achievement. Clearly define responsibilities of each group.(See Appendix A supporting Roles & responsibilities for Parents.)
3. Offer opportunities for regular meetings of parents at flexible times (e.g., morning or evening) to formulate suggestions, share experiences and participate in decisions relating to the education of their children.
4. Involve parents in the creation of the School Improvement Plan and other building policies, procedures and initiatives. Develop a plan: to provide parents with the opportunity for input. Parent representatives on these committees must understand their responsibility to communicate information to the parents of all students in the school.
5. Provide parents with opportunities to volunteer within the school.
6. Provide parents with information regarding the various committees within the school and district in which they may participate, ie: BLT, DWPC, DCIP.
7. Provide parents with a forum to have questions answered or to voice concerns, ie: a parent--support group. Promote awareness of the existence of a chain of command in instances in which concerns are not addressed.
8. Provide a glossary of commonly used terms and acronyms to facilitate comprehension of educational jargon.
9. Convene an annual meeting inviting all parents to attend, ie: an Open House. The content of this meeting shall include information regarding specific instructional objectives and methods, a description and explanation of the curriculum, the forms of assessment used to measure student progress and expectations for student achievement.
10. Support parents' efforts to assist with student homework efforts and to understand program requirements through activities such as curriculum-based parent and/or parent-student activities sessions (math carnivals, presentations on testing, information on how parents can help with homework.)
11. Provide parents with their children's individual assessment results and seek feedback from parents for improved understanding.
12. Notify parents of all opportunities and mandates for their child to receive supplemental educational services. (Title I Schools)
13. Provide parents with district and school report card information.
14. Notify parents of their right to request and receive information regarding the professional qualifications of their child's classroom teachers (i.e., degree to which teachers meet the SED “highly qualified” criteria (degrees, experience).) (Title I Schools)
15. Provide parents with detailed information on how they can contact a teacher. Provide consideration for parents who, due to job or other restrictions, may not be available during the teacher's planning period.
16. Provide parents with information regarding linkages with special service agencies and community groups to address key family and community issues.

Policy No. 1250

SCHOOL VOLUNTEERS

The Board of Education recognizes that the use of volunteers strengthens school/community relations through positive participation, builds an understanding of school programs among interested citizens, and can assist District employees in providing more individualized and enriched opportunities in instruction. The Board encourages volunteers from all backgrounds and age groups who are willing to share their time, training, experience or personal characteristics to benefit the students of the District.

Volunteers may be involved in many facets of school operation from mentor/tutor relationships to clerical tasks. Volunteers shall not be used to provide transportation services.

School personnel who are responsible for tasks or projects that involve the use of volunteers shall identify appropriate tasks, time schedules, and space for such volunteer activities, as well as make provisions for adequate supervision and evaluation.

Persons who wish to volunteer must contact the supervising administrator. All volunteers must sign the school's volunteer agreement and expectations form, while only Tier 2 and Tier 3 volunteers [see below] must also complete a volunteer application. The volunteer application form shall require the volunteer applicant to disclose any criminal convictions and identify two non- family member personal references. The supervising administrator shall be responsible for verifying that the individual is of good moral character, and for ensuring both references are contacted before the volunteer begins rendering volunteer services. The supervising administrator shall identify the volunteer activity as Tier 2 or Tier 3 on the volunteer application form.

- Tier 1-Someone who volunteers occasionally and in a highly public setting with little or no contact with students and who are under constant supervision by KCSD personnel will not be required to complete a volunteer application, although they will need to sign the school's volunteer agreement and expectations form. A volunteer fitting this example might be someone working at a school field day or fundraising event or someone working in the concession stand or making an occasional classroom visit.
- Tier 2-Regular volunteers during the typical school day/academic setting with student contact under constant supervision of KCSD personnel must complete a volunteer application and agreement acknowledging district expectations for volunteers. A volunteer fitting this example might include a room parent, class readers, front office volunteers and single day field trip chaperones.
- Tier 3- Regular volunteers outside the typical school/academic setting with student contact under the direct supervision of KCSD personnel must complete volunteer application and agreement acknowledging district expectations for volunteers and have a background check performed. A volunteer fitting this example might include assisting with extra, co-curricular clubs/activities and athletics that meet regularly.

Copies of all volunteer applications must be sent to the personnel office. Tier 2 and Tier3 volunteers must be approved by the Board of Education. However, the superintendent, or his/her designee, may grant emergency approval for volunteers, pending future board approval. .Tier 3 volunteers must have a background check done. All background checks will be done at district expense.

The District shall retain a complete record of all information obtained through the application process for the same period of time it retains information regarding District employees.

All volunteers are required to act in accordance with the volunteer agreement and expectations, District policies, regulations and school rules. Any staff member who supervises volunteers shall report any volunteer who violates District policies, regulations or school rules to the supervising administrator, who may ask the volunteer to leave school grounds.

Each supervising administrator shall be responsible for maintaining a current and complete list of all active volunteers and their assignments and shall forward same to the Personnel office.

This policy is not intended to apply to student volunteers.

Cross Ref: 4531 Field Trips and Excursions

Volunteer Protection Act of 1997,
42 United States Code (USC) Section 14501 et seq.
Education Law Sections 3023 and 3028
Public Officers Law Section 18

1st Reading of Amended Policy 02/19/14 2nd Reading of Amended Policy 03/05/14
Adoption Date 03/19/14
1st Reading of Amended Policy 07/16/14 Adoption Date 08/06/14
1st Reading of Amended Policy 06/03/15 Adoption Date 06/17/15
Amended: 10/21/15 suspending fingerprinting
1st Reading of Amending Policy 3/8/17 Adoption 3/22/17

Volunteer Application Form

Kingston City School District
21 Wynkoop Place, Kingston, NY 12401

Volunteer Work:_____ School/Program Location:_____

Name: _____
Last First MI

Address: _____ Telephone No. (_____)- _____
Street City State Zip

Personal references (minimum of two non-family member required) **OR PRIOR APPROVAL BY_____SCHOOL.**

	Name	Phone Number
1.	_____	_____
2.	_____	_____

- What days and times will you be available to volunteer? _____
- Do you have any physical, mental, or medical impairment or disability that would substantially limit your performance as a volunteer?
  _____yes (please explain)_____
  _____ no
- Were you ever convicted of a felony?_____yes ___ no (if yes, explain) _____
  _____
- Were you ever convicted of a misdemeanor?_____yes_____no (if yes, explain)_____
  _____

Previous volunteer work/experience:

1. Organization_____supervisor_____telephone #_____duties _____
2. Organization_____supervisor_____telephone #_____duties _____

To the best of my knowledge, all of the information on this form is true and correct. Signature_____ Date _____

Completed Application Form submitted to appropriate School/Program Supervising Administrator for review

_____(Supervising Administrator Initials upon initial approval) (*shaded area for office use)*
Completed by administrator: Volunteer activity is: ___Tier 2 ___*Tier 3 (must be fingerprinted)
All Volunteer files are maintained by the Supervising Administrator. Copies of all volunteer applications must be sent by KCSD personnel office
*Contact the KCSD Personnel Office (943-3056) for fingerprinting procedures

Year 2 Renewal: 20:___-20___ Volunteer initials_____ Administrators initials_____
Year 3 Renewal: 20:___-20___ Volunteer initials_____ Administrators initials_____
Year 4 Renewal: 20:___-20___ Volunteer initials_____ Administrators initials_____
Year 5 Renewal: 20:___-20___ Volunteer initials_____ Administrators initials_____

A volunteer is defined as one who voluntary offers service to the school district without compensation and has direct contact with students

Volunteer Agreement and Expectations

As a Kingston City School District volunteer, I agree to:

- perform the duties assigned to me in accordance with District policies and procedures;
- demonstrate conduct in a professional manner, to promote the education and interests of the students and the reputation of the Kingston City School District;
- not disclose any confidential information or materials that I may have access to as a result of my volunteer assignment;
- use discretion in appearance and dress appropriately;
- not use tobacco and alcohol when volunteering;
- review required annual board of education policy notifications to all staff (found on district website);
- avoid being alone with students;
- refrain from any physical interaction with students;
- not leave any children unsupervised;
- sign in and out of the building when volunteering;
- wear a volunteer badge when volunteering.

Print Name: _____

Signature:_____ Date: _____

Original Copy – Volunteer File (sent to personnel office)

Copy – Volunteer

Copy – Supervising Administrator

- **Tier 1-**Someone who volunteers occasionally and in a highly public setting with little or no contact with students and who are under constant supervision by KCSD personnel will not be required to complete a volunteer application. A volunteer fitting this example might be someone working at a school field day or fundraising event or someone working in the concession stand or making an occasional classroom visit.
- **Tier 2**-Regular volunteers during the typical school day/academic setting with student contact under constant supervision of KCSD personnel must complete the volunteer application and agreement & expectations for volunteers forms. A volunteer fitting this example might include a room parent, class readers, front office volunteers and single day field trip chaperones.
- **Tier 3**- Regular volunteers outside the typical school/academic setting with student contact under the direct supervision of KCSD personnel must complete the volunteer application and agreement & expectations for volunteers forms. A volunteer fitting this example might include assisting with extra, co-curricular clubs/activities and athletics on a regular basis and any overnight field trips.

Formulario de Solicitud de Voluntarios

Kingston City School District
21 Wynkoop Place, Kingston, NY 12401

Trabajo Voluntario:_____ Escuela: _____

Nombre: _____
Apellido Nombre Segundo Nombre

Dirección: _____ Número de Teléfono (____) _____
Calle Ciudad Estado Código Postal

Referencias Personales (mínimo de dos requerido, no relacionados) **O LA APROBACION DE LA ESCUELA** _____

	Nombre	Número de Teléfono
1.	_____	_____
2.	_____	_____

- ¿Cuál días y horas está usted disponible para ofrecerse? _____
- ¿Tiene usted algún impedimento o discapacidad física, mental, o medica que limitaría su habilidad de trabajar como voluntario?
  ____ Si (por favor explique) _____
  ____ No
- ¿Alguna vez fue condenado por una felonía o delito mayor?____si____no (Si es así, explique) _____
  _____
- ¿Alguna vez declarado culpable de un delito menor? ___si___no (Si es así, explique) _____
- _____

Experiencia con un voluntario:

1. Organización_____supervisor(a) _____ # teléfono_____deberes_____
2. Organización_____supervisor(a) _____ # teléfono_____deberes_____

A lo mejor de mi conocimiento, toda la información es verdadera y correcta. Firma_____ Fecha _____

Completed Application Form submitted to appropriate School/Program Supervising Administrator for review

____(Supervising Administrator Initials upon initial approval) *(shaded area for office use)*
Completed by administrator: Volunteer activity is: ___Tier 2 ____Tier 3
All Volunteer files are maintained by the Supervising Administrator. Copies of all volunteer applications must be sent to the KCSD personnel office

Year 2 RENEWAL: 20____-20_____Volunteer initials_____Administrators initials_____
Year 3 RENEWAL: 20_ -20 Volunteer initials_____Administrators initials_____
Year 4 RENEWAL: 20_ -20 Volunteer initials_____Administrators initials_____
Year 5 RENEWAL: 20_ -20 Volunteer initials_____Administrators initials_____

Un voluntario se define como aquel que voluntariamente ofrece servicio al distrito escolar sin compensación y tiene contacto directo con los estudiantes

Acuerdo y Expectativas de Voluntarios

Como voluntario del distrito escolar de la ciudad de Kingston, estoy de acuerdo en:

- Desempeñar las funciones que me sean de conformidad con las políticas del distrito;
- Demonstrar una conducta de una manera profesional, para promover la educación y los intereses de los estudiantes y la reputación del distrito escolar de la ciudad de Kingston;
- No revelar la información o materiales confidencial que puedo tener acceso como consecuencia de mi trabajo como voluntario;
- Usar su criterio en apariencia y vestir apropiadamente;
- No utilice el tabaco y el alcohol cuando el voluntariado;
- Revisa la tarjeta anual de notificaciones de política educativa necesario a todo el personal (ubicado en la cita del distrito);
- Evitar estar solo con los estudiantes;
- Abstenerme de cualquier interacción física con los estudiantes;
- No dejar a los niños solos;
- Firmar cuando entro y salgo del edificio cuando el voluntariado;
- Llevar una insignia de voluntario cuando estoy trabajando como voluntario.

Escriba su nombre: _____

Firma:_____ Fecha: _____

Original Copy – Volunteer File (sent to personnel office)

Copy – Volunteer

Copy – Supervising Administrator

- **Nivel 1-**Alguien que ofrece voluntariamente de vez en cuando en un entorno altamente público con poco o ningún contacto con los estudiantes y que están bajo supervisión constante por parte del personal KCSD (Distrito escolar de la ciudad de Kingston) no se requerirá para completar una solicitud de voluntario. Un voluntario de este nivel, por ejemplo, podría ser alguien que trabaja en una escuela por un día de campo, un evento de recaudación de fondos, alguien que trabaja en un puesto de comida o hace una visita a la clase a veces.

- **Nivel 2**- Alguien que ofrece voluntariamente en un día escolar típico/ entorno académico con contacto con los estudiantes y que están bajo supervisión constante por parte del personal KCSD (Distrito escolar de la ciudad de Kingston) **se requiere completar la solicitud de voluntario y las formas de acuerdos y expectativos.** Un voluntario de este nivel podría incluir un padre de salón, los lectores de clase, los voluntarios de front office, y viajes de campo por un solo día.

- **Nivel 3**- Alguien que ofrece voluntariamente afuera de la escuela durante un día escolar típico/ entorno académico con contacto con los estudiantes y que están bajo supervisión directa por parte del personal KCSD (Distrito escolar de la ciudad de Kingston) **se requiere completar la solicitud de voluntario y las formas de acuerdos y expectativos y también necesitara obtener las huellas digitales.**

Appendix “C”

FIELD TRIPS AND EXCURSIONS

FIELD TRIPS AND EXCURSIONS

The Board of Education recognizes that field trips for educational purposes are an important part of the school curriculum. Field trips may be an integral part of the regular educational program, a supplement to the regular educational program or part of an extracurricular school program.

The Building Principals will approve the frequency and content of class field trips. Each student must secure the permission of his/her parent or guardian before participating in such activity.

District-wide field trips will be the shared responsibility of teachers and building principals. Building principals shall be responsible for approving all walking field trips. The approval of the Superintendent of Schools shall be required for all other field trips. Superintendent approval should be obtained on the completed request form at least 10 school days prior to the event. Each student must secure the permission of his/her parent or guardian before participating in such activity.

Prior to making any field trip commitments and/or reservations, all requests for field trips must be submitted to and approved by the appropriate building principal and the Superintendent. Factors relevant in consideration of approval of such trips should include the relationship to the curriculum, availability of transportation, the cost involved, weather conditions, and a detailed description of the responsibilities of staff and chaperones relating to adequate supervision while on the field trip.

The school district assumes no responsibility or liability for trips planned without having received the prior and timely approval of the Superintendent of Schools or Board of Education, as appropriate. Without prior approval, these trips are considered non-school sponsored trips, and the school district's liability insurance will not cover the students, staff members or other individuals chaperoning or accompanying the trip. The organizer(s) of any non-school sponsored trip shall assume all responsibility and liability and shall indemnify and hold harmless the Kingston City School District, its officers, employees and agents, from and against any claim, suit, demand, action, judgment, cost, expense and liability, including the costs of defense of any such claim, including reasonable attorney's fees, which may arise or result, directly or indirectly, from the planning or operation of a trip without such prior approval. In September, this policy, or a plain language summary thereof, shall be distributed to all staff members by their building principal. The Superintendent is charged with the enforcement of this policy, and will take appropriate disciplinary action for non-compliance, if needed.

Field Trips Outside the Country

Field Trips outside of the country must be approved by the Board of Education at least (4) four months in advance of the departure date of the trip. The Board resolution will include the name of the activity, the destination(s), the dates of the activity, and, if applicable, the amount the Board authorizes towards the cost of such travel. The names of those attending will be provided at least 4 weeks in advance of the date of departure.

Parents/Guardians of students who are permitted to attend field trips outside of the country **s**hall assume all responsibility and liability and shall indemnify and hold harmless the Kingston City

School District, its officers, employees and agents, from and against any claim, suit, demand, action, judgment, cost, expense and liability, including the costs of defense of any such claim, including reasonable attorney's fees, which may arise or result, directly or indirectly, from any emergency resulting in the inability to attend such trip or a trip cancellation.

The Board of Education may withdraw its prior resolution approval for an out of country field trip at any time for precautionary and safety reasons, including but not limited to, the designation of a

heightened security alert by the U.S. Department of Homeland Security, extraordinary weather conditions, or pandemic, up until the departure date of the trip.

Funding

Funding of educational field trips that are an integral part of an approved course of study will be based upon available funds from the budget of the individual school, the department or sponsoring organization. Students and chaperones may be asked to bear the full or partial cost of such trips such as costs related to transportation, food, lodging or admissions. No student will be denied permission to participate for failure to contribute.

Funding associated with extracurricular field trips, trips that are designed as an enrichment to the course of study, may be paid by students, sponsoring organizations, fund raising activities and/or through donations.

Supervision

At a minimum, student conduct on field trips shall be governed by Board of Education policies 5300 and 5305 on student conduct. Additional rules for student conduct on a particular field trip may be announced in advance by the building principal and/or the participating teacher.

If a field trip occurs during the school day, students who do not participate will be expected to be in school and will be assigned appropriate work for the day(s).

Appropriate adult supervision is essential for all field trips. It is recognized that the adult/student ratio required may vary based on the age of the students and the nature and destination of the trip. The appropriate ratio for each trip will be determined by the building principal in conjunction with the sponsoring teacher/agency subject to the following guidelines. At the elementary level, field trips involving a relocation of classroom setting into a self-contained (i.e., UPAC, Women's Studio Workshop, Kingston High School) would require a minimum of 15:1 ratio. Field trips not to a self-contained environment would require a minimum of 10:1 ratio. At the secondary level, field trips involving a relocation of classroom setting into a self-contained environment (i.e., Women's Studio Workshop) would require a minimum of 20:1 ratio. Field trips not to a self-contained environment would require a minimum of 15:1. A more stringent ratio may be required by the building principal and/or department chair given the specific nature of the field trip. Final approval will be at the discretion of the Superintendent.

Employees chaperoning field trips and volunteer chaperones may not receive consideration from private sources, booster clubs or extracurricular organizations beyond the expenses related to the field trip.

Trips organized by groups or individuals separate from Kingston City School District curricular, supplemental or extracurricular programs may not be planned for any time during school hours or on school district property. Travel by employees as chaperones for non-school groups will not be allowed on scheduled or rescheduled school days.

Return Transportation

When the district provides transportation to students on a school-sponsored field trip, extracurricular activity or any other similar event, it shall provide transportation back to either the point of departure or to the appropriate school in the district unless:

1. the parent or legal guardian of a student participating in such event has provided the district with a written notice authorizing an alternative form of return transportation for the student; or
2. intervening circumstances make such transportation impractical.

Where intervening circumstances (e.g., injury to the student or other good cause) have made transportation back to the point of departure or to the appropriate school in the district impractical, a representative of the district shall remain with the student until such student's parent or legal guardian has been contacted and the student has been delivered to his/her parent or legal guardian.

Whenever a parent or legal guardian desires to have an alternative form of return transportation, the parent's prior written request or a written request made at the event site before school buses begin to depart from the event, shall specify the mode of transportation and the person who will be responsible for transporting their child.

Cross Ref: Policy 1250 School Volunteers
Policy 6830 Travel, Conference Attendance and Expense Reimbursement

Ref: Education Law §§1604; 1709; 1804; 1903; 2503; 2554; 2590-e

Adoption date: December 6, 2006
Revised: August 20, 2008
Revised first reading: April 17, 2013 Adoption: May 1, 2013
Revised first reading: June 19, 2020 Adoption: July 1, 2020
Revised: October 19, 2022

Appendix “D”

VISITOR TO SCHOOL POLICY

VISITORS TO THE SCHOOLS

The Board encourages parents and other citizens to visit the District's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and leaning, however, certain limits must be set for such visits. The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

The Board of Education and staff of the School District welcome parents and other interested citizens in visiting our schools periodically during the course of the school year.

The Superintendent of Schools is directed to establish regulations which will encourage and permit access of authorized persons to the school, and at the same time safeguard the educational program from disruptions and distractions and maintain safety and security.

For the purpose of this policy, a visitor is defined as employees/students outside of their home school, Board members, parents, other adults, other residents, and non-students. Furthermore, principals are authorized to establish additional rules or other procedures to define regulations about visitors in their schools, as long as those rules do not conflict with Board policies or the Superintendent's regulations or directions.

The Board recognizes that many visitations will occur as part of scheduled open community events or specifically inviting a particular category of visitors, e.g., open houses, parent-teacher conference meetings, athletic or music events, parent-teacher organization meetings, etc. At these times it is impractical to have everyone sign in at the office, although there may be a requirement that visitors are asked to sign in elsewhere.

All visitors must report immediately to the office or reception area upon entering a school building. All visitors who stay are expected to sign a ledger and wear appropriately the designation as a visitor.

Any unauthorized person on school property, anyone engaging in questionable or inappropriate conduct, or an individual where a question exists about their visitor status shall be immediately reported to an administrator, a security officer or other responsible staff member.

Visits to school buildings shall be in accordance with Board policies, administrative regulations and school-based rules. Signs directing visitors to the office/reception area where copies of such procedures will be readily available, are to be posted in conspicuous places around the building.

Board of Education members who visit schools of their own volition have no more authority than any other citizen and are expected to follow this policy as any other visitor. The Board of Education realizes its responsibility to protect the rights of students to learn, teachers to teach and of all persons associated with providing School District service to perform their duties free from undue interference. The professional and educational activities of the School District can flourish only in a safe and secure environment where the behavior of individuals is characterized by respect, civility, following established rules and self-restraint.

Parents or guardians may wish to visit their child's classroom at other than regularly scheduled times. This kind of visitation may be scheduled after talking with the principal and/or the teacher to discuss how to best accommodate and schedule the request. Parents should realize that teachers' first obligation is to the students, therefore, lengthy discussion or conferences must be scheduled for another time. Such visits are encouraged.

Visitors are expected to have a purpose and a particular designation in mind and, therefore, are not free to roam school property, unescorted.

Persons not following this policy, administrative regulations, or school-based rules/procedures will be asked to leave by school personnel. Any individual who refuses will be considered as trespassing and the police will be contacted. A violation of this visitation policy may be prosecuted pursuant to New York State law.

Education Law Section 2801
Penal Law Sections 140.10 and 240.35

Adoption date: May 4, 2005
Revised 1st Reading: January 11, 2017
Adoption Date: January 25, 2017

Appendix “E”

ATTENDANCE

Policy 5100

STUDENT ATTENDANCE

Objectives

School attendance is both a right and responsibility. The School District is an active partner with students and families in the task of ensuring that all students meet or exceed the New York State Learning Standards. The Board of Education, in accordance with New York State Education Law, requires that each minor regularly attend school fulltime.

Attendance is important, and research supports its relationship to student achievement and completion of a high school diploma. Regular and uninterrupted classroom attendance is vital to the learning process, and a major factor in the success of any child in both school and subsequent career pursuits. Regular and timely attendance is necessary for learning, and to establish the whereabouts of every student for safety and school management reasons. Attendance data will be utilized to identify student attendance patterns for the purpose of planning timely and appropriate interventions, incentives, rewards, and sanctions. Average daily attendance will be employed to compute state aid.

Notice/Strategies

To be successful, it is imperative that all members of the school community are aware of this policy, its purpose, procedures and the consequences of non-compliance. To ensure that students, families, teachers and administrators are notified of, and understand, this policy, the following procedures shall be implemented:

- Provide a plain language summary of this policy to families and students;
- At the beginning of each school year, all faculty and staff will meet to review the attendance policy to clarify individual roles in its implementation. New staff will receive a copy upon their employment;
- The District will share this policy with local Child Protective Services (CPS) to ensure a common understanding of excused and unexcused ATEDs [Absences, Tardiness, and Early Departures] and to work toward identifying and addressing cases of educational neglect;
- School newsletters, publications, and the district website will include periodic reminders of the components of this policy;
- Attendance data will be analyzed for the purpose of tracking individual and group trends, and identifying student attendance problems. If patterns emerge, district resources will be targeted to understand and eliminate barriers to attendance;
- Early intervention strategies will be developed to improve school attendance for all students;
- Early interventions will be reviewed at each building level at least annually; and
- A District Attendance Review Committee will be established and meet regularly to review student attendance data.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

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

Excused absences include: Personal illness, death in the family, school-approved education trips, religious observations, impassable roads or weather, quarantine, required court appearances, music lessons, approved college visitations, emergency doctor or dental appointments, attendance at a health clinic, military obligations, approved cooperative work programs, circumstances related to student homelessness or such other reasons as may be approved by the appropriate building

administrator.

Unexcused absences include: Any unauthorized absence (full day or class absence), leaving school without permission, or absence without a valid or written documentation submitted to the main or attendance office. Any absence, tardiness, or early departure will be considered unexcused unless valid written documentation is provided according to the administrative regulations for student attendance. Note: In-school suspension and night school suspension are counted as days of attendance for students.

Family vacations require prior approval by administration, may not exceed ten days, and will not be approved during periods of state testing. At the discretion of the teacher, projects may be assigned during family vacations, in lieu of regularly assigned homework.

Students whose parent or legal guardian has been called for military deployment, is on leave from, or is returning from a combat zone or combat support, may be excused an additional five [5] days, but work must be made up according to the rules applicable to other excused absences. Persons in parental relation are asked to notify the Building Principal no less than three [3] days before the intended absences.

*****KCSD recommends that persons in parental relation send notes to the attendance office communicating an absence, however students should not be penalized if they are unable to provide these.**

<u>General Procedures/Data Collection</u>

1. Attendance will be taken each school day, and period-by-period at the secondary level. At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the designated staff member responsible for attendance;
2. The nature of an ATED shall be coded on a student's record;
3. Where additional information is received that requires corrections to be made to a student's attendance records, such correction will be made immediately. Notice of such a change will be sent to appropriate school personnel subject to applicable confidentiality rules;
4. Where consistent with other school practices, teachers and staff can refer students who are absent from a class period without excuse and refer the students to the Building/Assistant Principal; Any student will be considered chronically absent if they miss ten percent or more of the school year. Satisfactory attendance is missing five percent or less of school over the course of the year.
5. If a pattern of ATEDs for an individual student is identified, teachers and support team will follow-up in accordance with this policy; and
6. If a student is absent from school or a class without an excuse, the person(s) in parental relation will be notified. In addition, the person(s) in parental relation will be notified if the student may not receive credit due to excessive absenteeism. At the secondary level, cohort teams will intervene, if not already involved, to create a credit recovery plan

<u>Intervention Strategies</u>

Students who exhibit an excessive number of days absent, class cuts, or tardiness will be referred by the teacher to the school student service professional team, i.e., school counselor, social worker and/or psychologist, to identify the cause, and seek solutions to the problem. Persons in parental relation will be part of the discussion and implementation of all intervention strategies.

Attendance incentives will be designed and implemented to acknowledge a student's efforts to maintain or improve attendance, and to achieve a goal of attendance as an inherent value and life skill. For the high school, credit acquisition interventions include making up course work during 9th period, using the credit recovery lab, completing quarter credit recovery, completing work virtually, attending night school, and/or completing seat time requirements, as dictated by the classroom teacher.

Consequences of Excessive ATEDs (Absences, Tardies, Early Dismissals)

Teachers and the support team will contact the student's persons in parental relation and the student's school counselor in the event that a student's record reveals excessive ATEDs, excused and/or unexcused. Each school determines what excessive ATEDs are for their students using grade level and credit hours. Such staff member(s) shall remind persons in parental relation of the attendance policy, explain the ramifications of excessive ATEDs, stress the importance of class attendance, and discuss appropriate intervention strategies to correct the situation.

Unexcused ATEDs may result in disciplinary action consistent with the district's code of conduct.

In addition, the teachers and support team will contact local Child Protective Services (CPS) if they suspect that the child meets the criteria of educational neglect. Teachers and support teams will provide CPS with the information necessary to initiate a report. If other staff members suspect education neglect, they must follow the procedures outlined in Board policy and regulation #5460 *Child Abuse in a Domestic or #5470 Child Abuse in an Educational Setting*, and notify the building principal of said report.

Excessive ATEDs may impact a student's employment and educational record. This could be reflected if school staff is asked to be a reference, write a letter of recommendation, or comment on the student's overall performance.

Course Completion and Awarding of Credit

The Board of Education recognizes an important relationship between class attendance and student performance. Consequently, each marking period a student's final grade may be based on classroom participation as well as student performance on homework, tests, papers, projects, etc.

The following attendance and course completion guidelines shall govern the awarding of course credit at Kingston High School, and for those students who are taking credit-bearing courses in the middle schools:

1. Students are expected to attend all scheduled classes. Students are expected to consult with their teacher, and make up all class work/tests that are missed due to absences. Make-up opportunities must be completed by a date specified by the student's teacher for the class in question. Any absence from school negatively influences grades because students are removed from the in-person learning environment, and miss the opportunity for socialization, participation, and direct instruction.
2. Any student who is in excess of 18 days of unexcused absences for a full year secondary course may not receive credit for the course. Any student who is in excess of 9 days unexcused absences for a half year secondary course may not receive credit for the course. To ensure that persons in parental relation and students are aware of the implication of this minimum attendance requirement, the teacher or support team will advise the student and contact the persons in parental relation by telephone and/or email at

appropriate intervals prior to the student reaching nine or eighteen unexcused absences [see above].

3. Students receiving instruction at home or in a hospital due to illness, Superintendent's suspension or out of school placement will be considered to be present for instruction. No student will be accounted for as absent on a day when they/their is entitled to home or hospital instruction and the District fails to provide the instruction. However, if alternative instruction is offered by the district and the student fails to attend, the student will be marked absent.
4. The option for *Credit Recovery* will be detailed in all course completion statements. This option will only be available to a student when the intervention of a credit appeal process is started, and upon teacher recommendation. Ninth period classes, the credit recovery lab, using APEX, following PINS, completing work virtually, and/or attending night school may be part of the credit appeal process.

Appeals

An appeal process will be established in regulations to resolve a challenge from a student or person(s) in parental relation related to a student's eligibility for course credit.

Summer School Attendance Regulations

The attendance requirements for students in a summer school program will be set by the educational agency providing the service, e.g., BOCES. Eligibility for summer school may be denied because of excessive absences during the regular school year, and enrollment may be dependent upon administrative recommendation.

Annual Review

The Board shall annually review building-level student attendance records and, if such records show a decline in student attendance, the Board will revise this comprehensive attendance policy and make any revisions to the plan it deems necessary to improve student attendance.

Cross ref: 4710 Grading Systems
5300 Code of Conduct
5305 KHS Jefferson Code
5460 Child Abuse in a Domestic or Educational Setting
4765 Online, Distance, and Remote Learning

Ref: Education Law §§1709; 3024; 3025; 3202; 3205-3213; 3225
8 NYCRR §§104.1; 175.6
Social Service Law §34-a

1st Reading of Revised Policy: September 2, 2015
Adoption Date: September 16, 2015
May 6, 2020 suspended Course Completion and Awarding of Credit during COVID-19
1st Reading of Revised Policy: September 16, 2020
Adoption Date: October 7, 2020
1st Reading of Revised Policy: May 17, 2023
Adoption Date: June 7, 2023

Appendix “F”

HOMEWORK POLICY

HOMEWORK

Homework can be an extremely valuable extension of classroom instruction. Homework should develop the student's sense of responsibility providing an opportunity for the exercise of independence, time management and organizational skills.

Homework assignments should be carefully planned and designed to create opportunities for a student to both practice individual skills and to demonstrate cumulative learning as well as to inform the teacher which skills need to be re-taught or reinforced. The expectation is that all homework will be checked with appropriate feedback given to each student in a timely manner.

Homework will be assigned according to these guidelines:

1. Homework should be a routinely planned and clearly articulated part of the curriculum.

2. Homework should help children learn. Carefully planned homework helps students to: ***increase skill speed***; ***deepen and master understanding of concepts***; and ***prepare for subsequent learning***. Teachers should strive to match the type of homework given to the learning goal to make homework a focused learning experience.

3. Homework should be evaluated in a timely manner and utilized to both inform instruction and provide valuable feedback to the student and family.

4. Large quantities of repetitive homework should ***not*** be given. (Practicing mistakes cements inappropriate procedures and makes them hard to overcome).

5. Every effort will be made to assure that there is a balance with the number, frequency and degree of difficulty of homework assignments, particularly when students have more than one teacher.

6. Homework production should be part of the student's overall evaluation. However, no student should ever fail a course on the basis of homework alone. Opportunities to make up homework should be offered to every student.

7. Homework of a reasonable nature may be given over weekends, holidays, vacations and other non-school time.

8. Homework should not create a financial burden on the family. Furthermore, equity of access to technology needs to be considered when assigning and evaluating homework.

The Board of Education believes that a partnership between teachers and families is essential to making homework a positive and productive part of the educational process.
Families are expected to encourage and monitor homework assignments and, to the extent possible, provide conditions that are conducive to successful completion. Students should complete their own homework assignments. Completing assignments for students does not help them but rather denies them valuable opportunities to deepen learning, skills and understanding of concepts.

The district will also make every effort to provide time and spaces during the school day where students can complete their homework and access homework help.

The Superintendent is charged with the development of administrative regulations.

1st Reading: May 18, 2016
Adoption: June 1, 2016
1st Reading of Revision: March 13, 2024
Adoption: April 3, 2024

Appendix “G”

DISTRICT AND STATE ASSESSMENTS

DISTRICT AND STATE ASSESSMENTS

Students in the Kingston School District participate in both local and state assessment programs. The major purpose of assessment throughout the school year is to inform instruction. Teachers can diagnose strengths and areas of concern of student performance and use this information to plan appropriate lessons. Other uses of assessment are to measure student achievement and program effectiveness. Following is a summary of key assessments for each grade level. Additional assessments will also be given throughout the year.

GRADE	SUBJECT	TEST	DATE(S)
Pre-K		Brigance Screener	Fall
		Gold Assessment	Quarter 1 & 3
		All About Me	Quarter 4
K	ELA	Kingston Literacy Benchmark: Fluency	Fall
		i-Ready Reading	Fall, Winter, Spring
	Math	i-Ready Math	Fall, Winter, Spring
	ELL	NYSESLAT Speaking, Reading, Writing, Listening (ELL Only)	Spring
1 & 2	ELA	Kingston Literacy Assessment: Fluency & WTW Spelling Inventory *Dig Deeper assessments administered as needed throughout year	Fall, Winter, Spring
		Writing Checklist for portfolio	Quarterly
		i-Ready Reading	Fall, Winter, Spring
	Math	i-Ready Math	Fall, Winter, Spring
	ELL	NYSESLAT Speaking, Reading, Writing, Listening (ELL Only)	Spring
3	ELA	Kingston Literacy Benchmark Assessment: Fluency & WTW Spelling Inventory *Dig Deeper assessments administered as needed throughout year	Fall, Winter, Spring
		i-Ready Reading	Fall, Winter, Spring
		NYS ELA CBT	Spring
		Writing checklist for portfolio	Quarterly
	Math	i-Ready Math	Fall, Winter, Spring
		NYS Math Written (New York State Math)	Spring
	ELL	NYSESLAT Speaking, Reading, Writing, Listening (ELL Only)	Spring
	CoGAT	Cognitive Abilities Test	Spring
	ELA	Kingston Benchmark Assessment: Fluency & WTW Spelling Inventory *Dig Deeper assessments administered as needed throughout year	Fall, Winter, Spring
		i-Ready Reading	Fall, Winter, Spring
		NYS ELA CBT (New York State English Language Arts)	Spring
		Writing checklist for portfolio	Quarterly
	Math	i-Ready Math	Fall, Winter, Spring
		NYS Math CBT (New York State Math)	Spring
	ELL	NYSESLAT Speaking, Reading, Writing, Listening (ELL Only)	Spring
K-4	Physical Education Fitness Assessment		Ongoing

ENGLISH LANGUAGE LEARNERS ASSESSMENT

NYSESLAT	Grades K-4

Description: The New York State English as a Second Language Achievement Test (NYSESLAT) is designed to annually assess the English language proficiency of all English Language Learners/Multilingual Learners (ELLs/ MLLs) enrolled in Grades K–12 in New York State schools. The test provides the State and schools with important information about the English language development of ELLs/MLLs, and is part of the State's compliance with federal laws that mandate the annual assessing and monitoring of the English language proficiency of all ELLs/MLLs. The results of the 2019 NYSESLAT will drive the provision of ELL/MLL services in Bilingual Education and English as a New Language programs for the 2019–20 school year as prescribed in Commissioner's Regulations Part 154-2 and 154-3.

ENGLISH LANGUAGE ARTS ASSESSMENTS

KINGSTON LITERACY ASSESSMENT — Grades K-4

Description: Our literacy assessments for grades K-4 have been developed to assess student growth in both reading and writing. The assessments, administered three times throughout the school year, allow both teacher and student to set goals that drive both teaching and learning. The reading assessment allows the teacher to pinpoint the strengths and weaknesses of each student and differentiate instruction accordingly. Each assessment consists of a comprehension passage (listening for grades K-2, reading for grades 3-4) and a series of follow-up questions that are skill focused. Upon completion of those questions, students are asked to complete a short writing prompt to assess their writing skills. The prompts at each grade level are modeled around the written text types that students will encounter during the course of the school year and are tied to the comprehension passage. Teachers administer a parallel assessment in the winter and again in the spring, enabling them to thoroughly assess the growth that occurs throughout the year.

Scoring/analysis: Common rubrics, both short and long answer, developed at the district level and aligned to the NYS testing rubrics, are used to score the assessment. Each rubric allows teachers to use the data that they are collecting to drive their instruction.

i-Ready Reading — Grades K-4

Description: The i-Ready diagnostic for reading provides teachers with information on individual student academic needs. This information will allow teachers to provide tailored instructional support within the aligned curriculum and monitor a student's progress as they move throughout the year. In addition to using the information to drive instruction as a whole, the information allows an individualized instructional pathway to work on identified skill development during independent learning time.

Scoring/analysis: How do I know how my student performed on the Diagnostic?
Every time your student takes the Diagnostic, your student's teacher will send you a report. Note that the Diagnostic's main purpose is to help teachers guide individualized student instruction, so they may decide not to distribute the report. We will be giving parents guidance on how to access your student diagnostic report through the i-Ready site.

What does the scale score on my student's Diagnostic mean?
The scale scores that result from the Diagnostic measure all students on the same scale so you can see which K–12 skills your student has mastered, regardless of their grade level. Student performance is measured on a scale of 100–800, with your student's current score indicating the skills they have

mastered up to that point in the school year and the skills they still need to work on moving forward.

Scale scores help your student's teacher determine their placement level (within their current grade level, one grade level below their current grade, or two grade levels below their current grade). However, scale scores alone do not tell the whole story of your student's skills mastery. The information on their Grade-Level Placement, domain-specific placement, areas of strength, areas for growth, and growth from one Diagnostic to another provides greater insight into your student's academic progress.

NYS ELA: New York State English Language Arts Grades 3-4

Description: This test, administered in all public schools in New York State, is designed to assess students' abilities in the area of English Language Arts. This assessment is conducted over three days and measures student performance in relation to the learning standards for reading and writing.

- **Reading**. In the reading section, students read several passages representing a variety of genres. For each passage, students apply the knowledge gained in the classroom by answering reading comprehension questions that demonstrate their understanding of the passages. Each passage will give the student all the information that is needed to successfully answer the associated questions without using their background knowledge of the subject. Tests consist of both literary and informational reading passages. Literary passages may include short stories, folktales, poetry, or other forms of literary writing; informational passages may include articles, excerpts from biographies or autobiographies, essays, or other forms of informational writing. Genres will include Folktales, reports, letters, stories, informative pieces, poems, literary pieces, interviews, how-to pieces, classical works, and plays. Higher order thinking skills and the use of textual evidence will be required on most of the questions that accompany the passages. These skills include: summarizing, analyzing, inferring, interpreting, predicting, and evaluating information.
- **Writing**. The reading/writing section of the test is composed of several short-response questions and 1-2 extended-response questions. Students will be required to demonstrate knowledge of the three written text types: narrative, persuasive, and informative and will be required to cite textual evidence in all of their writing. Student writing is evaluated using state-developed rubrics.

Scoring/analysis: This assessment is an effective tool that assesses how students are progressing toward meeting the Common Core State Standards.

Level 4: Above Proficient
Level 3: Proficient
Level 2: Below Proficient
Level 1: Well Below Proficient

MATHEMATICS ASSESSMENTS

i-Ready Math — Grades 1-4

Description: The i-Ready diagnostic for math provides teachers with information on individual student academic needs. This information will allow teachers to provide tailored instructional support within the aligned curriculum and monitor a student's progress as they move throughout the year. In addition to using the information to drive instruction as a whole, the information allows an individualized instructional pathway to work on identified skill development during independent learning time.

Scoring/analysis: How do I know how my student performed on the Diagnostic?
Every time your student takes the Diagnostic, your student's teacher will send you a report. Note that the Diagnostic's main purpose is to help teachers guide individualized student instruction, so they may decide not to distribute the report. We will be giving parents guidance on how to access your student diagnostic report through the i-Ready site.

What does the scale score on my student's Diagnostic mean?
The scale scores that result from the Diagnostic measure all students on the same scale so you can see which K–12 skills your student has mastered, regardless of their grade level. Student performance is measured on a scale of 100–800, with your student's current score indicating the skills they have mastered up to that point in the school year and the skills they still need to work on moving forward.

Scale scores help your student's teacher determine their placement level (within their current grade level, one grade level below their current grade, or two grade levels below their current grade). However, scale scores alone do not tell the whole story of your student's skills mastery. The information on their Grade-Level Placement, domain-specific placement, areas of strength, areas for growth, and growth from one Diagnostic to another provides greater insight into your student's academic progress.

NYS Math: New York State Mathematics — Grade 3 & 4

Description: All questions on the Grades 3&4 Common Core Mathematics Test measure the CCLS for Mathematics. While all questions are linked to a primary standard, many questions measure more than one standard and one or more of the Standards for Mathematical Practices. Similarly, some questions measure cluster-level understandings. As a result of the alignment to standards, clusters, and Standards for Mathematical Practice, the tests assess students' conceptual understanding, procedural fluency, and problem-solving abilities, rather than assessing their knowledge of isolated skills and facts.

The tables below illustrates the domain-level and cluster-level test blueprint.

Domain-Level Test Blueprint—Percent of Test Points on Grade 3 Test				
Number and Operations in Base Tens	Number and Operations-Fractions	Operations and Algebraic Thinking	Measurement and Data	Geometry
5–15%	15–25%	40–50%	15–25%	5–15%

Domain-Level Test Blueprint—Percent of Test Points on Grade 4 Test				
Number and Operations in Base Tens	Number and Operations-Fractions	Operations and Algebraic Thinking	Measurement and Data	Geometry
20–30%	20–30%	15–25%	15–25%	5–15%

Scoring/analysis: This assessment assesses how students are progressing toward meeting the NYS Learning Standards.

Level 4: Excels at meeting the standards
Level 3: Proficient at meeting the standards
Level 2: Partially proficient at meeting the standards
Level 1: Well below meeting the standards

CogAT

Cognitive Abilities Test	**Grade 3 & 4**

Description: This test is given in Grade 4 to assess students' learned reasoning abilities in three areas: Verbal, Nonverbal and Quantitative. It is used in determining student eligibility for Gifted and Talented school programs, specifically KALP "Explorations" programs.

Scoring/Analysis:

- *Abilities.* The CogAT, tests three different types of cognitive abilities.
    - The *verbal* section evaluates your child's ability to remember and change sequences of English words. The way your child understands the words are measured, and so is their ability to infer implications based on the meaning of those words.
    - The *quantitative* portion of the test is all about numbers. Your child's ability to find relationships among numbers and equations are measured. They may be asked to state what number comes next in a sequence. They may also be asked to use numbers and symbols to form the right equation.
    - The *nonverbal* part of the test is mostly about shapes and symbols. This portion examines the reasoning skills of your child when it does not involve words at all. Your child may be asked to choose which shapes are most alike, for example.
    - The *composite* score is the total score derived for all the batteries of tests. If your child scores 90 on the composite score, then it means that the child did better overall than 90% of the students in their age group.

- *Standard Age Scores (SAS).* For each portion and the composite, you will then see an age score. These scores tell you how your child compares to the other students in their age group.
    - The SAS has a mean of 100, which just tells you that a score of 100 is average for the age group. It has a standard deviation of 16, which is just a fancy way of saying that most students fall within 16 points of the mean (84 to 116). So a child who has an SAS score of 130 reveals that the child has a higher level and a faster rate of development in verbal reasoning skills than the other children in their age group. KCSD has established a baseline score of 125 or greater to determine Gifted and Talented status.

Appendix “H”

PROGRAMS FOR STUDENTS WITH DISABILITIES

STUDENTS WITH DISABILITIES PURSUANT TO SECTION 504

The Board of Education shall ensure that no student is discriminated against in programs or activities receiving federal financial assistance. Individuals protected by Section 504 of the Rehabilitation Act of 1973 are those individuals who: have a physical or mental impairment which substantially limits one or more major life activities (e.g. caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working); have a record of such impairment; or are regarded as having such an impairment. Students who qualify for protection under Section 504 are: of an age during which non-disabled children are provided preschool, elementary or secondary education services; of an age during which it is mandatory under state law to provide such educational services to disabled children; or to whom a state is required to provide a free appropriate public education (e.g. under IDEA).

The Board shall identify, evaluate, refer, place, provide adaptations for and review all eligible students with disabilities. Students with disabilities pursuant to Section 504 shall be provided a free appropriate public education which may include, but is not limited to, providing a structured learning environment; repeating and simplifying instructions about in-class and homework assignments; supplementing verbal instructions with visual instructions; using behavioral management techniques; adjusting class schedules; modifying test delivery; using tape recorders, computer-aided instruction, and/or other audiovisual equipment; selecting modified textbooks or workbooks and tailoring homework assignments or modification of nonacademic times such as lunchroom, recess and physical education. Students with disabilities pursuant to Section 504 shall be disciplined in accordance with the procedures outlined in Policy 5030.50 Discipline of Students with Disabilities.

The Board shall adopt a grievance procedure to resolve Section 504 complaints and designate an individual to coordinate compliance with Section 504. The Board shall ensure that students with disabilities and their parents are notified annually of the Board's responsibilities under Section 504.

Cross-ref: 4321 Programs for Students with Disabilities under the IDEA and New York's Education Law Article 89
5300 Student Code of Conduct
5030.50 Discipline of Students with Disabilities

Ref: Rehabilitation Act of 1973, 29 USC §§794 et seq. (Section 504)
34 CFR Part 104
Individuals with Disabilities Education Act, 20 USC §§1400 et seq. (IDEA)
Education Law, §§4401 et seq. (Article 89)
8 NYCRR Part 200

Adoption date: **April 16, 2008**
First Reading of Amended Policy: **August 15, 2012**
Amended Adoption: **September 5, 2012**

Appendix “I”

PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

Policy #4750

PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

It is critical that each student experience both challenge and success in learning. Grade placement should enhance this possibility. The concept of grade placement is based upon the premise that each teacher will provide appropriate opportunities for students at all stages of physical, emotional and academic growth. Academic growth does not take place at the same pace, and promotion and retention are added methods to meet the needs of individual students.

Classroom teachers are expected to make every effort, consistent with the district's implementation of response to intervention (RtI), to identify early those students at risk of failing. The Building Principal and the parent/guardian must be notified promptly if retention is anticipated, and a special support program shall be designed for each student identified as at risk of not meeting standards. A referral to the School Intervention Team (SIT) to review the student's performance and ensure appropriate interventions are being incorporated should occur in accordance with the RTI plan.

It may be in the best interest of a student to be accelerated. Requests for acceleration can be made by the parent or by the teacher. Upon receipt of such request and receipt of authorization from the parent/guardian, the school principal will initiate a case study involving appropriate staff.

Promotion or retention of a student will be considered according to the following general guidelines:

- Academic achievement will be the primary consideration for promotion or retention;
- The age of the student and appropriateness of the school assignment will be taken into account;
- No student will be retained more than once during the K-8 school experience;
- All recommendations concerning student retention must be made to the school principal by the teacher(s). The school principal will initiate a case study involving appropriate staff. Consultation with the parents/guardians will take place once the school principal, teacher(s) and staff have conferred;
- The decision to promote or retain is the authority of the principal. If this decision is in question, the Superintendent or his/her designee will have the final authority;
- An educational plan defining what will occur that is instructionally different to promote student growth for any student being retained will be developed. Once the plan is implemented, the student will be monitored regularly for growth and performance;
- Standardized test scores will not be the sole or primary factor in the decision for retention.
-

Acceleration of a student will be considered according to the following general guidelines:

- The parent must provide written consent to have their child evaluated;
- The parent should be made aware of the process for determining acceleration;
- The school psychologist will conduct an educational evaluation;
- A committee of the school psychologist, school principal, classroom teacher, district curriculum specialist(s) and other appropriate staff will review the educational

evaluation, including academic performance information, student work samples, assessment and social/emotional information and make a recommendation;
- The school principal will meet with the parent to share information from the committee review;
- The school principal will make the final recommendation.

In order to inform parents/guardians about the district's approach to promotion, retention and acceleration, this policy will be posted on the district website and include in student and/or parent handbooks.

First Reading: **January 6, 2016**
Adoption: **January 20, 2016**

Appendix “J”

MEDIA PERMISSION

Kingston City School District

21 Wynkoop Place

Kingston, New York 12401

Telephone 845-943-3000 **www.kingstoncityschools.org**

Dr. Paul J. Padalino
Superintendent of Schools

Marie Anderson
President – Board of Education

September 2025

There are many wonderful activities that your child participates in during the course of the school year. It is our intent to videotape and/or photograph these regularly scheduled activities, including but not limited to classroom activities and extracurricular activities. This will provide you, the parent/guardian, with an opportunity to view your child at "work" while providing other viewers with an opportunity to see what goes on in a 21st Century School. These videotapes/pictures may be broadcast and televised on television or in local newspapers, including but not limited to Time-Warner Cable, the Public Access Channel, and the Kingston Daily Freeman on a non- paid basis. Your child's name may or may not be mentioned and his/her voice, likeness, statements, actions or other information may be used.

IF YOU DO **NOT** WANT YOUR CHILD INCLUDED IN THE VIDEOTAPING/PHOTOGRAPHS, YOU MUST COMPLETE THE SIGN-OFF SHEET ATTACHED BELOW. IF YOU DO NOT RETURN THE SIGN-OFF SHEET OR SUBMIT ANOTHER WRITING INDICATING THAT YOU DO NOT GIVE PERMISSION FOR YOUR CHILD TO BE IN THE VIDEOTAPING/ PHOTOGRAPHS, YOUR CHILD'S IMAGE, LIKENESS, VOICE OR OTHER INFORMATION MAY BE INCLUDED.

- -

2025-2026

SCHOOL:_____STUDENT:_____GRADE:_____

I DO NOT GIVE MY PERMISSION FOR MY CHILD TO BE VIDEOTAPED OR PHOTOGRAPHED BY THE KINGSTON CITY SCHOOL DISTRICT, AS DESCRIBED IN THE HANDBOOK.

Parent Signature:_____

Kingston City School District

21 Wynkoop Place

Kingston, New York 12401

Telephone 845-339-3000 **www.kingstoncityschools.org**

Dr. Paul J. Padalino
Superintendent of Schools

Marie Anderson
President – Board of Education

Septiembre 2025

Hay muchas actividades maravillosas en las que su hijo/a participa durante el transcurso del año escolar. Nuestra intención es grabar en video y / o fotografiar estas actividades programadas regularmente, incluidas, entre otras, las actividades en el aula y las actividades extracurriculares. Esto le proporcionará a usted, el padre / tutor, la oportunidad de ver a su hijo en el "trabajo", mientras brinda a otros televidentes la oportunidad de ver lo que sucede en una escuela del siglo XXI. Estas cintas de video / imágenes pueden transmitirse y televisarse en televisión o en periódicos locales, incluidos, entre otros, Time-Warner Cable, Public Access Channel y Kingston Daily Freeman de forma gratuita. El nombre de su hijo puede o no ser mencionado y su voz, semejanza, declaraciones, acciones u otra información puede ser utilizada.

SI NO DESEA QUE SU HIJO/A SE INCLUYA EN EL VIDEO/ FOTOGRAFÍAS, DEBE COMPLETAR LA HOJA DE REGISTRO ADJUNTA A CONTINUACIÓN. SI NO DEVUELVE LA HOJA DE REGISTRO O ENVÍA OTRA ESCRITURA, INDICANDO QUE NO LE PERMITE A SU HIJO/A QUE ESTÉ EN LA VIDEO / FOTOGRAFÍAS, PUEDE INCLUIRSE LA IMAGEN, LA OPORTUNIDAD, LA VOZ U OTRA INFORMACIÓN DE SU HIJO/A.

- -

2025-2026

ESCUELA:______________________ESTUDIANTE:________________________GRADO:______

NO OTORGO MI PERMISO PARA QUE MI HIJO/A SEA VIDEO O FOTOGRÁFIADO POR EL DISTRITO ESCOLAR DE LA CIUDAD DE KINGSTON, COMO SE DESCRIBE EN EL MANUAL.

Firma de los Padres:________________________

Appendix “K”

STUDENT RECORDS

The Board recognizes its responsibility under the federal Protection of Pupil Privacy Rights Act (PPRA) to enact policies that protect student privacy, in accordance with law. This is particularly relevant in the context of the administration of surveys that collect personal information, the disclosure of personal information for marketing purposes and in conducting physical exams.

I. Student Surveys

The Board of Education recognizes that student surveys are a valuable tool in determining student needs for educational services. In accordance with law and Board policy, consent of person in parental relation is required before requiring minors to take part in surveys which gather any of the following information:

1. political affiliations or beliefs of the student or the student's person in parental relation;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. religious practices, affiliations or beliefs of the student or the student's family; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

In the event that the district plans to survey students to gather information included in the list above, the district will obtain written consent from the parent/guardian in advance of administering the survey. The notification/consent form will also apprise the person in parental relation of their right to inspect the survey prior to their child's participation. In addition, the district will notify parents/guardians that they may inspect any survey created by a third party before the survey is administered or distributed to students. Prior written consent and the right to inspect surveys transfers to students once they turn 18 years old or are emancipated.

U.S. Department of Education Funded Surveys. The district will make instructional materials available for inspection by person(s) in parental relation(s) if the materials will be used in connection with a U.S. Department of Education funded survey, analysis or evaluation in which their children participate and it addresses one or more of the above items. In addition, the district will obtain prior written person(s) in parental relation(s) consent before minor students are required to participate in any such survey, analysis or evaluation.

Surveys Funded by Other Sources. The person(s) in parental relation(s) has a right to inspect, upon request, a survey created by a third party (other than the U.S. Department of Education) which addresses one or ore of the above items before the survey is administered or distributed by the school to the student. Such request must be submitted by the person(s) in parental relation(s) to the Building Principal at least 10 days prior to the administration or distribution of any survey.

The district will limit access to information collected by any survey that contains the items listed above to those school officials who have a legitimate educational interest. The terms "school official" and "legitimate educational interest" are defined in district policy 5500, Student Records.

All disclosure or use of student personal information will be protected by the district pursuant to the requirements of the Family Educational Rights and Privacy Act (FERPA), Individuals with Disabilities Education *Act (*IDEA), Protection of Pupil Rights Amendment (PPRA), the National School Lunch

Act, Children's Online Privacy Protection Act **(**COPPA), and NY Education Law §2-d [For guidance regarding the disclosure of student information, see policies 5500, Student Records. and 8635, Information and Data Privacy, Security, Breach and Notification].

II. Instructional Materials

Person(s) in parental relation(s) will be granted, upon request, reasonable access and the right to inspect instructional materials used as part of the educational curriculum for the student within a reasonable period of time after such request is received by the district. Requests will be submitted by the person(s) in parental relation(s), in writing, to the Building Principal. "Instructional material" is defined as: "instructional content that is provided to a student, regardless of format including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). It does not include academic tests or academic assessments." The right to inspect instructional materials transfers to students once they turn 18 years old or are emancipated.

III. Physical Examinations or Screenings

Prior to the administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, which are not necessary to protect the immediate health or safety of the student or other students, a student's person in parental relation will be notified and given an opportunity to opt their child out of the exam.

IV. Collection, Disclosure or Use of Personal Information

Unless required or authorized by federal or state law and/or regulation, it is the policy of the Board to not permit the collection, disclosure or use of personal information collected from students for the purpose of marketing or selling that information or otherwise providing that information for that purpose, unless otherwise exempted pursuant to law. "Personal Information" is defined as information that would allow a reasonable person in the school or community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Such data might include social security number, student's name or identification number, parents' name and/or address, a biometric record, etc.

This provision will not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as:

a. College or other postsecondary education recruitment, or military recruitment;
b. Book clubs, magazines and programs providing access to low-cost literary products;
c. Curriculum and instructional materials used in schools;

d. Tests and assessments used to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information for students or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments;
e. The sale by students of products or services to raise funds for school-related activities;
f. Student recognition programs.

V. **Notification to Parents**

The district will notify parents/guardians and students who are at least 18 years old or who are emancipated at least annually, at the beginning of the school year, and when enrolling students for the first time in district schools, of their rights under this policy. The school district l will also notify parents/guardians within a reasonable period of time after any substantive change to this policy.

Cross-ref: 5420, Student Health Services
5500, Student Records
8635, Information and Data Privacy, Security, Breach and Notification

Ref: 20 USC §1232h (No Child Left Behind Act)
34 CFR Part 98
Education Law §903

Adoption date: February, 2005 Updated 4/18/08 Prior Policy No. 7250
1st Reading of Revision: May 16, 2018 Adopted: June 6, 2018

1st Reading of Revision: June 5, 2024
Adoption: June 18, 2024

Appendix “L”

MISSING CHILDREN’S ACT

Kingston City School District

21 Wynkoop Place
Kingston, New York 12401
Telephone 845-339-3000 **www.kingstoncityschools.org**

Dr. Paul J. Padalino
Superintendent of Schools

Marie Anderson
President – Board of Education

September 2025

New York State Law requires that parents of Elementary school pupils be notified by their school district of the Missing Children's Act. Parent Notification Section (s3984 Goodhue). Chapter 617.

Therefore, please be advised that in the event your child is absent from school and you have not notified the school of his/her absence by 9:30 a.m., you have the right to be notified that your child is not in attendance.

We are requesting that you notify the school before 9:30 a.m. if your child will not be in attendance that day.

If you wish to be notified when your child is not in attendance, you must forward a written request to the Principal. This letter must contain the telephone number of the person to be notified. The school will, upon this written request, make a call to the appropriate person when your child is absent from school without prior notification from you.

Appendix “M”

FERPA
(Family Educational Rights and Privacy Act)
&
Directory of Information

Exhibit 5500-E.1

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
NOTICE REGARDING ACCESS TO STUDENT RECORDS AND STUDENT INFORMATION

Dear Parent or Eligible Student:

This is to advise you of your rights with respect to student records pursuant to the Family Educational Rights and Privacy Act (FERPA). FERPA is a federal law designed to protect the privacy of student records. The law gives parents and students over 18 years of age ("eligible students") the following rights:

1. **The right to inspect and review the student's education records within 45 days of the day the district receives a request for access.** Parents or eligible students should submit to the Building Principal a written request that identifies the records they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. **The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.** Parents or eligible students may ask the district to amend a record that they believe is inaccurate or misleading by writing the Principal, clearly identifying the part of the record they want changed, and specifying why it is inaccurate or misleading.

   If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** The exceptions, which permit disclosure without consent, are disclosure to school officials with legitimate educational interests or an authorized representative. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, insurance company, medical consultant, support service provider or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   An authorized representative is any individual or entity designated by a State or local educational authority or a Federal agency headed by the Secretary, the Comptroller General or the Attorney General to carry out audits, evaluations, or enforcement or compliance activities relating to educational programs.

   Upon request, the district discloses education records without consent to officials of another school district or school in which a student seeks or intends to enroll.

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA.** The Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

NOTIFICATION OF STUDENT DIRECTORY INFORMATION DESIGNATIONS

In addition to the rights outlined above, FERPA also gives the school district the option of designating certain categories of student information as "directory information." Directory information includes a:

- Student's name
- ID number, user ED, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems (only if the ED cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the student's identity), (limited to teachers and school administrators)
- Student's address
- Student's telephone number
- Date of birth
- Major course of study
- Participation in school activities or sports
- Weight and height if a member of an athletic team
- Dates of attendance
- Degrees and awards received
- Most recent school attended.
- Grade level
- Photograph
- Video with voice print (limited to student performance/athletic events)
- School E-mail address (limited to teachers, administrators & classmates)
- Enrollment status

You may object to the release of the above "directory information." However, you must do so in writing **within 14 days** of receiving this notice. If we do not receive a written objection, we will be authorized to release this information without your consent. For your convenience, you may note your objections to the release of directory information on the enclosed form and return it to the Building Principal.

Sincerely,

Dr. Paul J. Padalino
Superintendent of Schools
Kingston City School District

DIRECTORY INFORMATION OPT-OUT FORM

Dear Parent or Eligible Student:

The School District has designated certain categories of student information as "directory information" as identified on the Annual FERPA Notice (Notice Regarding Access to Student Records and Student Information).

If you object to the release of the designated student directory information, you must do so in writing within 14 days of receiving this notice. You may use this form and return it to the Building Principal.

____Please do not release any directory information for_____without my prior consent.
Please Print Student Name

_____ _____
(Parent/Guardian or Student Signature) (Date)

4. El derecho a presentar una queja ante el Departamento de Educación de los EE. UU. Sobre presuntas fallas del distrito para cumplir con los requisitos de FERPA. La oficina que administra FERPA es:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

NOTIFICACIÓN DE DESIGNACIONES DE INFORMACIÓN DEL DIRECTORIO ESTUDIANTIL

Además de los derechos descritos anteriormente, FERPA también le da al distrito escolar la opción de designar ciertas categorías de información del estudiante como "información del directorio". La información del directorio incluye:

- Nombre del estudiante
- Numero de identificacion, usuario ED, o otro identificador personal único utilizado por un estudiante para acceder o comunicarse en sistemas electrónicos (solo si el ED no se puede usar para obtener acceso a los registros educativos, excepto cuando se usa junto con uno o más factores que autentican la identidad del estudiante), (limitado a profesores y administradores escolares)
- Direccion del estudiante
- Numero de telefono del estudiante
- Fecha de nacimiento
- curso principal de estudio
- Participación en actividades escolares o deportivas.
- Peso y altura si es miembro de un equipo deportivo.
- Dias de asistencia
- Premios recibidos
- Escuelas a las que a asistido el estudiante.
- Grado
  Fotografias
- Videos con voz del estudiante (limitado al rendimiento estudiantil / eventos deportivos)
- Correo electronico de la escuela (limitado a maestros, administradores & companeros)
- Estado de matricula

Puede oponerse a la divulgación de la "información del directorio" anterior. Sin embargo, debe hacerlo por escrito dentro de los 14 días posteriores a la recepción de este aviso. Si no recibimos una objeción por escrito, estaremos autorizados a divulgar esta información sin su consentimiento. Para su comodidad, puede tomar nota de sus objeciones a la divulgación de información del directorio en el formulario adjunto y devolverla al Director de la escuela.

Sinceramente,

Dr. Paul J. Padalino
Superintendent of Schools
Kingston City School District

FORMULARIO DE OPCIÓN DE INFORMACIÓN DEL DIRECTORIO

Estimado padre de familia o estudiante elegible:

El Distrito Escolar ha designado ciertas categorías de información del estudiante como "información de directorio" como se identifica en el Aviso Anual de FERPA (Aviso sobre el acceso a los registros e información del estudiante).

Si se opone a la divulgación de la información del directorio de estudiantes designado, debe hacerlo por escrito dentro de los 14 días posteriores a la recepción de este aviso. Puede usar este formulario y devolverlo al Director de la escuela de su hijo/a.

_____No divulgue ninguna información de directorio para_____No divulgue ninguna información de directorio para:_____

_____ _____
(Firma del padre o encargado) (Fecha)

Appendix “N”

PPRA
(Protection of Pupil Rights Amendment)

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

• *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

• *Receive notice and an opportunity to opt a student out of*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

• *Inspect*, upon request and before administration or use -

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

The Kingston City School District will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Kingston City School District will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes. The Kingston City School District will also directly notify parents and eligible students, such as through U.S. Mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Appendix “O”

REPORTING INFORMATION OF ABUSE

CHILD ABUSE IN A DOMESTIC SETTING

The Board of Education recognizes that because of their sustained contact with school-aged children, employees are in an excellent position to identify abused, maltreated or neglected children and refer them for treatment and protection. The Board further recognizes the specific dictates of law which require school officials to report suspected instances of child abuse, maltreatment (which includes neglect) in a domestic setting.

The purpose of mandatory reporting is to identify suspected abused and maltreated children as soon as possible, so that such children determined to be abused or maltreated can be protected from further harm and, where appropriate, can be offered services to assist them and their families.

School officials, who have reasonable cause to know or suspect that a child has been subjected to abuse or maltreatment, must immediately report this to the New York State Central Register for Child Abuse and Maltreatment (Central Register), as required by law. No conditions may be imposed which limit their responsibility to report. A school official is defined as:

- Teacher
- Guidance counselor
- Psychologist
- Nurse
- Social Worker
- Full or part-time paid athletic coach
- Administrator
- Any school personnel required to hold a teaching or administrative license or certificate.

The school official will also report the matter to the Building Principal.

The report must be made by telephone or by telephone facsimile machine on a form supplied by the Commissioner of Social Services. A written report must be made within forty-eight hours to the appropriate local child protective service, and to the statewide Central Register.

School employees who are not school officials, as defined above, but who have reasonable cause to know or suspect that a child has been subjected to abuse or maltreatment are expected to report to the Central Register. However, the school employee must report the matter to the Building Principal. If the matter has not yet been reported to the Central Register, the Building Principal must make the report, in accordance with state law. In being required to file such report, the Building Principal does not have discretion.

School employees or officials may not contact the child's family or any other person to determine the cause of the suspected abuse or maltreatment. It is not the responsibility of the school official or employee to prove that the child has been abused or maltreated.

Any school official or employee who has cause to suspect that the death of any child is a result of child abuse or maltreatment must report that fact to the appropriate medical examiner or

coroner.

In accordance with the law, any school official who fails to report an instance of suspected child abuse or maltreatment may be guilty of a Class A misdemeanor and may be held liable for the damages caused by the failure to report. The law grants immunity to persons who, in good faith, report instances of child abuse from any liability.

School employees will not be subject to retaliatory action, as defined in state law, as a result of making a report when they reasonably suspect that a child has been abused or maltreated.

The Board recognizes that knowingly reporting a false claim of child abuse is a violation of state law and this policy acknowledges that it is a crime to do so. The district will make every reasonable effort to ensure the integrity of the district's child abuse reporting process and procedure.

School District Relationship with Local Social Service District

The school district will cooperate to the extent possible with authorized child protective services workers in investigations of alleged child abuse. The Superintendent, or designee, will represent the district when collaborating with local social service agencies to address instances of abuse or maltreatment, and in the development of policy and procedures regarding abuse or maltreatment (including educational neglect). In addition, the Superintendent will share a copy of the district's attendance policy, 5100, with the local social service district.

Child Protective Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will provide data and assistance to local child protective services workers, or members of a multi-disciplinary team accompanying such workers, who are responding to allegations of suspected child abuse, and/or neglect, or custody investigations. Such data and assistance include access to records relevant to the investigation, as well as interviews with any child named as a victim in a report, or a sibling of that child, or a child residing in the same home as the victim.

All requests by child protective services to interview a student on school property must be made directly to Principal or designee. Child protective service workers and any associated multi-disciplinary team members must comply with the district's procedures for visitors, provide identification, and identify the child(ren) to be interviewed.

The Principal or designee will decide if it is necessary and appropriate for a school staff member, including but not limited to an administrator or school nurse, to observe the interview either from inside or outside the interview room.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if they were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

Training Program and Dissemination of Information

The school district will maintain an ongoing training program for all current and new school officials which will address the identification (i.e., signs and indicators) and reporting of child abuse, maltreatment, and neglect, including the legal implications of reporting and not reporting. This training program will be offered annually Attendance at sessions of this training program is required of all school officials. The district encourages and will facilitate participation for all other school employees]. Attendance records will be kept, and notations will be made in personnel files as to the dates of attendance.

The Superintendent will develop, with input from appropriate personnel, a plan for implementation of such a training program, to be approved by the Board. In addition, the policy and regulations will be included in all employee handbooks and distributed annually to all school officials who are not covered under existing handbooks. The Superintendent will prepare and implement all regulations as are necessary to accomplish the intent of this policy

As required by state law and regulation, the district will publicize the toll-free number for reporting child abuse and neglect to the Central Register (800-342-3720), and directions for accessing the NYS Office of Children and Family Services website (http://ocfs.ny.gov/main/cps/), in both English and Spanish.

Cross-ref: 5100, Student Attendance
5300 Code of Conduct
5335, Corporal Punishment/Physical Restraint
5470 Child Abuse in an Educational Setting
5500 Student Records

Ref: Child Protective Services Act of 1973, Social Services Law §§411 et seq.
Social Services Law §34-a
Family Court Act §1012
Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, 45 CFR §99.36
Education Law §§409-l; 3209-a, 3036
Penal Law 240.50
18 NYCRR §432.3
8 NYCRR §100.2(nn)

First Reading: October 6, 2021 **Adoption date: October 20, 2021**

Appendix “P”

STUDENT BULLYING

PREVENTION
&
INTERVENTION

STUDENT HARASSMENT AND BULLYING PREVENTION AND INTERVENTION

The Board of Education is committed to providing an educational environment that promotes respect, dignity and equality. The Board recognizes that discrimination, such as harassment, hazing and bullying are detrimental to student learning and achievement. These behaviors interfere with the mission of the district to educate its students and disrupts the operation of the schools. Such behavior affects not only the students who are its targets but also those individuals who participate in and/or witness such acts.

To this end, the Board condemns and strictly prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events as described in this policy. The Board also prohibits discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds, including cyberbullying, which creates or would foreseeably create a risk of substantial disruption within the school environment where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

DEFINITIONS

Bullying

Bullying, under the amended Dignity for All Students Act, has the same meaning as harassment (see below).

Cyberbullying

Cyberbullying is defined as harassment or bullying through any form of electronic communication. In order to be actionable under this Policy, cyberbullying that occurs off campus must create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Discrimination

Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs.

Hazing

Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

Harassment

The creation of a hostile environment by conduct or by threats, intimidation or abuse, whether verbal or non-verbal, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; (b) reasonably causes or would reasonably be expected to cause a student to fear for their physical safety; (c)

reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Discrimination or harassment within the meaning of this policy shall include a single severe incident or multiple incidents that are pervasive in nature that creates a hostile environment or reasonably causes or would reasonably be expected to cause a student to fear for their physical safety.

The discriminating behavior or harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:

- race,
- color,
- weight,
- national origin,
- ethnic group,
- religion,
- religious practice,
- disability,
- sex,
- sexual orientation, or
- gender (including gender identity and expression).

In some instances, bullying or harassment may constitute a violation of an individual's civil rights. The district is mindful of its responsibilities under the law and in accordance with district policy regarding civil rights protections.

In order to streamline the wording of this policy and regulation the term bullying will be used throughout to encompass harassment, intimidation, cyber bullying and hazing behaviors.

The Kingston City School District believes in the use of positive behavior support, which is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. The positive behavior support process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student. Attention is focused on creating and sustaining schoolwide (Tier 1) and individual (Tier 3) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and desired behavior more functional.

Prevention

In order to implement this program the Board will designate at its annual organizational meeting a Dignity for All Students Act (DASA) Coordinator for each school in the district. In addition, the Board shall appoint a district-wide DASA coordinator. The role of each DASA coordinator is to oversee and enforce this policy.

The school setting provides an opportunity to teach children, and emphasize among staff, that cooperation with, and respect for others, is a key district value. A program geared to prevention is designed to not only decrease incidents of bullying, but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction. Staff members and students will be sensitized, through district-wide professional development and instruction, to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur. The components of such an effort involve the following:

- Learning about and identifying the early warning signs and precursor behaviors that may lead to bullying.
- Gathering information about bullying at school directly from students.
- Establishing clear school wide and classroom rules about bullying.
- Training adults in the school to respond sensitively and consistently to bullying.
- Providing adequate adult supervision, particularly in less structured areas such as in the hallways, cafeteria and playground.
- Raising parental awareness and involvement in addressing problems.
- Providing instruction, Pre-K-12 in civility, citizenship and character education that emphasizes tolerance and respect for others.

Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building. In addition, intervention will focus upon the safety of the target/victim. In some instances, successful intervention may involve remediation. Remedial responses to bullying include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target. Staff is expected, when made aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy.

Provisions for Students who do not feel safe at School

The Board acknowledges that, notwithstanding actions taken by district staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed in order to help ensure the safety of the student, and bring this to the attention of the building principal. The building principal, other appropriate staff, the student and the student's person(s) in parental relation(s) will work together to define and implement any needed accommodations.

The district recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually. The student, person(s) in parental relation(s), and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Training

The Board recognizes that in order to implement an effective bullying prevention and intervention

program, professional development is needed. The Superintendent and the District- wide DASA Coordinator and the District Professional Development Committee will incorporate training to support this program in new teacher orientation and the annual professional development plan, as needed. Training opportunities will be provided for all staff, including but not limited to bus drivers, cafeteria and monitors and all staff who have contact with students. Vendor employees (e.g., cafeteria, bus, etc.) shall be trained by the District or by the vendor in accordance with this policy. The DASA Coordinators will be thoroughly trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, sex and gender (including gender identity/expression).

Incident Reporting and Investigation

Students who have been bullied, parents/guardians whose children have been bullied, or other students who observe bullying behavior are expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided. Staff who observe or learn of incident(s) of bullying are required, in accordance with State law, to make an oral report to the building principal within one school day and to fill out the district reporting form within two school days. If a staff person is unsure of the reporting procedure, they are expected to inquire about how to proceed by speaking with their supervisor. A district employee may be deemed to have permitted unlawful discrimination or harassment if they fail to report an observed incident, whether or not the target complains.

At all times, complaints will be documented, tracked and handled in accordance with the regulations and procedures accompanying this policy. Where the nature of the bullying or harassment also warrants investigation under another District Policy that addresses wrongful discriminatory practices (e.g., Title VI CRA, Title IX ESEA, Section 504 RA Title II ADA, Disability Discrimination), there shall be a coordinated investigation. The building principal will prepare a quarterly report for the Superintendent based on complaints filed.

An equitable and thorough investigation will be carried out by the building principal or the Building DASA Coordinator. In addition, the results of the investigation will be reported back to both tha target and the accused. If either of the parties disagrees with the results of the investigation, they can appeal the findings to the Superintendent of Schools. In the event that the complaint involves the Superintendent of Schools, the appeal of the complaint will be filed with the Board of Education for its review and decision. Verified bullying incidents that meet the criteria established by the state will be included in the statewide reporting system when applicable, in accordance with law and regulation.

If the Building Principal or the Building DASA Coordinator who conducted the investigation believes that any harassment, bullying or discrimination constitutes a crime, they will immediately report the incident to the appropriate law enforcement agency and immediately notify the Superintendent of Schools and submit a written report to the Superintendent within one day.

The Board will receive the annual VADIR report, as well as any other state required report relevant to bullying and/or school climate, for each building and for the district as a whole. Based on the review of the data, the Board may consider further action, including but not limited to modification of this policy and additional training.

Non-Retaliation
All complaints and those who participate in the investigation of a complaint in conformity with state law and district policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Confidentiality
It is district policy to respect the privacy of all parties and witnesses to complaints of bullying. To the extent possible, the district will not release the details of a complaint or the identity of the complainant or the individual(s) against whom the complaint is filed to any third parties who do not need to know such information. However, because an individual's need for confidentiality must be balanced with the district's legal obligation to provide due process to the accused, to conduct a thorough investigation, or to take necessary action to resolve the complaint, the district retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances to individuals with a need to know. The staff member responsible for investigating complaints will discuss confidentiality standards and concerns with all complainants.

Dissemination, Monitoring and Review
This policy, or a plain language summary, shall be published in student registration materials, student, parent and employee handbooks, and posted on the district's website. A bullying complaint form will be available on the district's website. The district will ensure that the process of reporting bullying is clearly explained to students, staff and parents on an annual basis.

Each year, as part of the annual review of the Code of Conduct, this policy will be reviewed to assess its effectiveness and compliance with state and federal law. If changes are needed, revisions will be recommended to the Board for its consideration.

The district will ensure that reporting of information to the public in conjunction with this policy will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA).

Cross-ref: 0100, Equal Opportunity
9620, Anti-Harassment in the School District
5300, Student Conduct
5305, Kingston High School Student Code of Conduct (aka Jefferson Code)
Ref: Dignity for All Students Act, Education Law, §10 – 18
Americans with Disabilities Act, 42 U.S.C. §12101 *et seq.* Title VI,
Civil Rights Act of 1964, 42 U.S.C. §2000d *et seq.*
Title VII, Civil Rights Act of 1964, 42 U.S.C. §2000e *et seq.*; 34 CFR §100 *et seq.*
Title IX, Education Amendments of 1972, 20 U.S.C. §1681 *et seq.*
§504, Rehabilitation Act of 1973, 29 U.S.C. §794
Individuals with Disabilities Education Law, 20 U.S.C §§1400 *et seq*. Executive Law
§290 *et seq.* (New York State Human Rights Law) Education Law §§313(3), 3201,
3201-a
Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
Gebser v. Lago Vista Independent School District, 524 U.S, 274 (1998)
Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
Burlington Industries v. Ellerth, 524 U.S. 742 (1998)
Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998) *Franklin*

v. Gwinnett County Public Schools, 503 U.S. 60 (1992) *Meritor Savings Bank, FSB v. Vinson*, 477 U.S. 57 (1986)

1st Reading of Revision: April 20, 2016
Adoption date: May 4, 2016, July 7, 2021

Appendix “Q”

STAFF-STUDENT RELATIONS

STAFF-STUDENT RELATIONS

The Board of Education accepts the principle that the relationship between staff and students should be one of cooperation, understanding and respect. The Board believes that the Superintendent of School and each building level administrator, as instructional leaders, must exhibit a visible, involved relationship with pupil activities to create an appropriate environment for learning.

Staff members shall be expected to regard each student as an individual, and to afford each the rights and respect due to any individual. Students shall be treated with courtesy and consideration.

Students shall be expected to regard staff members as individuals, employed to provide direct or indirect contributions to learning. No student shall have the right to interfere with the efforts of the instructional staff to coordinate or otherwise implement a learning program. Nor shall a student have the right to interfere with the motivation to learn or the learning activities and efforts of other students.

The Board of Education requires that all School District employees maintain a professional and ethical relationship with District students that is conducive to an effective, safe learning environment, and that staff members act as role models for students at all times, whether on or off school property and both during and outside of school hours. Staff must establish appropriate personal boundaries with students and not engage in any behavior that could reasonably lead to even the appearance of impropriety.

Staff members are prohibited, under any circumstances, to date or engage in any improper fraternization or undue familiarity with students, regardless of the student's age and/or regardless of whether the student may have "consented" to such conduct. Further, employees shall not entertain students or socialize with students in such a manner as to create the perception that a dating relationship exists. Similarly, any action or comment by a staff member which invites romantic or sexual involvement with a student is considered highly unethical, in violation of District policy, and may result in the notification of law enforcement officials and the filing of criminal charges and/or disciplinary action by the District, up to and including termination of employment.

Inappropriate employee behavior includes, but is not limited to, flirting; making suggestive comments; dating; requests for sexual activity; physical displays of affection; giving inappropriate personal gifts; frequent personal communication with a student (including, but not limited to, phone, e-mail, letters, notes, instant messaging, text messaging, or social networking web sites) unrelated to course work or official school matters; providing alcohol or drugs to students; inappropriate touching; and engaging in sexual contact and/or sexual relations.

Even if the student participated "willingly" in the activity (regardless of the student's age), inappropriate fraternization of staff with students is against District policy, and may be in

violation of professional standards of conduct and New York State law. However, inappropriate employee conduct does not need to rise to the level of criminal activity for such conduct to be in violation of District rules and subject to appropriate disciplinary sanctions.

Any student who believes that he/she has been subjected to inappropriate staff behavior as enumerated in this policy, as well as student, school employees or third parties who have knowledge of or witness any possible occurrence of inappropriate staff-student relations, shall report the incident to any staff member or either the employee's supervisor, the student's principal, or the District's designated complaint officer. In all events such reports shall be forwarded to the designated complaint officer for further investigation. Anonymous complaints of inappropriate fraternization of staff members with students shall also be investigated by the District. Investigations of allegations of inappropriate staff-student relations shall follow the procedures utilized for complaints of harassment within the School District. Allegations of inappropriate staff- student behavior shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints.

Any employee having knowledge of or reasonable suspicion that another employee may have engaged in inappropriate conduct with a student that may constitute child abuse (specifically, Policy #5460 Child Abuse in a Domestic or Educational Setting) must also follow the District's reporting procedures for such allegations, and such information must be reported to the NYS Central Register for Child Abuse and Maltreatment (school officials and any personnel who hold a teaching or administrative license or certificate) and the building principal. All other staff must report the information to the building principal who is required to file such report with the Central Register.

If a student initiates inappropriate behavior toward a staff member, that employee shall document the incident and report it to his/her building principal or supervisor.

The District shall promptly investigate all complaints of inappropriate staff-student relations, and take prompt corrective action to stop such conduct if it occurs.

The Board of Education prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of inappropriate staff-student relations. Follow-up inquiries and/or appropriate monitoring shall be made to ensure that the alleged conduct has not resumed and that all those involved in the investigation have not suffered retaliation. Any act of retaliation is subject to appropriate disciplinary action by the District.

The principal of each school, program supervisors, and Central Administration shall be responsible for informing students, staff, parents, and volunteers of the requirements of this policy, including the duty to report, and the procedures established for investigation and resolution of complaints. Further, staff training shall be provided to facilitate staff identification

of possible behavior that may constitute inappropriate staff/student relationships. Students shall be provided such training in an age appropriate manner.

The District's policy (or a summary thereof) shall be disseminated during new teacher orientation, upon commencement of employment, and at other times, when appropriate, to staff, students and parents. Further, this topic shall be addressed in the district's code of conduct.

Any staff member who engages in inappropriate conduct with a student, prohibited by the terms of this policy, shall be subject to appropriate disciplinary measures up to and including termination of employment in accordance with legal guidelines, District policy and regulation, and the applicable collective bargaining agreement. A violation of this policy may also subject the employee to criminal and/or civil sanctions as well as disciplinary action by the State Education Department.

Ref: Title IX of the Education Amendments of 1972, 20 United States Code (USC) Section 1681 et seq.
Education Law Article 23-B
Social Services Law Sections 411-428
8 New York Code of Rules and Regulations (NYCRR) Part 83

Cross-ref: 5030 Student Complaints and Grievances
5300 Student Conduct
5320 Bullying
5460 Child Abuse in a Domestic or Educational Setting
9140 Staff Complaints and Grievances
9620 Anti-Harassment in the School District
9645 Disclosure of Wrongful Conduct
9700 Staff Development

1st Reading: March 21, 2012
Adopted: April 11, 2012

Appendix “R”

STUDENT COMPLAINTS

Policy No. 5030

STUDENT COMPLAINTS

The Board of Education believes it is necessary that students be made aware of the behavior that is expected of them, as outlined in district policies on school conduct and discipline. Building Principals are responsible for ensuring that appeal procedures are incorporated into discipline codes and/or student handbooks, explained to all students, and provided to all parents on an annual basis.

The Board encourages students to be active participants in the educational process. The Board strives to provide students with a sound educational environment, ensure that all students are treated fairly, and afford students the due process protections they are entitled to under the law.

Many concerns about school practices can and should be addressed through the student government. Student handbooks may also provide valuable information. For other issues, the district has different channels for resolution of complaints, depending on the nature of the complaint. Students are urged to discuss concerns with a school staff member or a Building Administrator. School staff and administrators are expected to work with students toward an amicable resolution of the issue.

The Superintendent of Schools shall establish regulations and procedures for presenting problems or appealing decisions which affect individual students, in accordance with applicable statutory requirements, and for the resolution of complaints or grievances which may affect the student body.

Cross-ref: 0100, Equal Opportunity
1400, Public Complaints
5220, School-Sponsored Student Publications
5300, Student Conduct
5305, Kingston High School Student Code of Conduct
5500, Student Records
9620, Anti-Harassment in the School District

Adoption Date: February 2, 2011

Appendix “S”

NOTIFICATION OF SEX OFFENDERS POLICY

NOTIFICATION OF SEX OFFENDERS

The Board of Education encourages local law enforcement to notify the district when a person with a history of sex offenses against a child is being paroled or released into the community, in accordance with the provisions of the Sex Offender Registration Act, commonly known as Megan's Law. The purpose of this notification is to protect members of the community, particularly children, by notifying them of the presence of individuals in their midst who may present a danger. Consistent with its duty to protect students under its care, the district shall cooperate with local law enforcement and other agencies in this endeavor.

Any information provided by local law enforcement officials pursuant to Megan's Law shall be posted in an appropriate location in all school buildings. In addition, the superintendent or designee shall disseminate any such information to all staff who might come into contact with the offender in the course of doing their jobs, including building principals, staff who issues visitor's passes, bus drivers, custodians, playground monitors, security personnel, and coaches. All other staff members and community residents shall be informed of the posting requirement for such information established by this policy and of the availability of the information upon request. Community residents are also reminded of the security measures and personal safety instruction provided at school. All staff requests for information provided by the law enforcement agencies shall be directed to the building principals, or, as appropriate, other administrators.

The superintendent shall establish any necessary regulations for implementing this policy with the advice of the school attorney.

Note: The information contained in this policy shall be disseminated once a year to all district parents.

Adoption date: November 7, 2007

Appendix “T”

EQUAL OPPORTUNITY POLICY

NON-DISCRIMINATION AND EQUAL OPPORTUNITY

The Board of Education, its officers and employees, will not discriminate in its programs and activities on the basis of legally protected classes, such as, but not limited to: race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, body type, national origin, creed, ethnic group religion (including religious practices), marital/parental status, sex (including pregnancy, childbirth, or related medical condition), gender identity and expression (i.e., actual or perceived gender-related identity, appearance, behavior, expression, or other gender-related characteristic regardless of the sex assigned to that person at birth, including but not limited to the status of being transgender), age, sexual orientation, disability (physical or mental), predisposing genetic characteristic, military work or status, domestic violence victim status, or use of a guide dog, hearing dog, or service dog, as applicable. The district will provide notice of this policy in accordance with federal and state law and regulation.

This policy of nondiscrimination includes access by students to educational programs, counseling services for students, course offerings, and student activities, as well as recruitment and appointment of employees and employment pay, benefits, advancement and/or terminations.

Specific protections for students under the Dignity for All Students Act are addressed in policy 5320, Student Bullying and Harassment Prevention and Intervention. -

A finding that an individual has engaged in conduct in violation of this policy may result in disciplinary action and/or filing of a report with third parties in the manner prescribed by the district code of conduct, the law or applicable contract.

Nothing in this policy will be construed to prohibit a denial of admission into, or exclusion from, a course of instruction or activity based on a person's gender that would be permissible under the law, or to prohibit, as discrimination based on disability, actions that would be permissible under the law.

Annual Notification

At the beginning of each school year, the district will publish a notice of the established grievance procedures for resolving complaints of discrimination to parents/guardians, employees, students and the community. The public notice will:

1. inform parents, employees, students and the community that education programs, including but not limited to vocational programs, are offered without regard to actual or perceived race, color, body type, national origin, ethnic group, religion, religious practice, disability, sex; sexual orientation, or gender (including gender identity and expression);
2. provide the name, address and telephone number of the person designated to coordinate activities concerning discrimination; and

3. be included in announcements, bulletins, catalogues, and applications made available by the district.

The Deputy Superintendent for Business and Human Resources has been designated to handle inquiries regarding the district's non-discrimination policies. Contact information for the Deputy Superintendent for Business and Human Resources is available on the district's website.

Complaints of sexual harassment or discrimination are covered by policy 0110. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex, including sexual harassment. An individual may use this grievance procedure to file a complaint alleging a violation of Title IX.

1. An individual may file a grievance with the Title IX Coordinator(s) if the complainant believes there was discrimination. The Title IX Coordinator(s) names are listed on the district's website (https://www.kingstoncityschools.org/Page/4188). The complaint should be filed as soon as possible and preferably within 180 days after the alleged unlawful discriminatory practice. To file the complaint, the individual may make a verbal statement to the Title IX Coordinator(s) or make a written statement, detailing the violation of the law. It is important that the complainant explain what he or she would like to result from the resolution of the complaint.

The complaint can be filed at:
Kingston City School District
Title IX Coordinator
21 Wynkoop Place
Kingston, NY 12401
(845) 943-3000

2. If the complaint involves an allegation of employee sexual harassment, the sexual harassment policy and procedures will be followed.

3. The Title IX Coordinator or designee will meet and interview the complainant within 15 days of the Coordinator receiving the complaint. The complainant may provide the Coordinator with the names of witnesses or other relevant information that will be included in the investigation.

All complainants and those who participate in the investigation of a complaint in conformity with state law and district policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

The Board authorizes the Superintendent of Schools to establish such rules, regulations and procedures necessary to implement and maintain this policy.

Cross-ref: 0110, Sexual Harassment
5320, Student Bullying and Harassment Prevention and Intervention
5030, Student Complaints and Grievances
5300, Code of Conduct
9140.1, Staff Complaints and Grievances

Ref: Age Discrimination in Employment Act of 1967 29 U.S.C. §§621 *et seq.*
Americans with Disabilities Act, 42 U.S.C. §§12101 *et seq.*
Title VI, Civil Rights Act of 1964, 42 U.S.C. §§2000d *et seq.* (nondiscrimination based on race, color, and national origin in federally assisted programs)
Title VII, Civil Rights Act of 1964, 42 U.S.C. §§2000e *et seq*. (nondiscrimination based on race, color, and national origin in employment)
Title IX, Education Amendments of 1972, 20 U.S.C. §§1681 *et seq.* (nondiscrimination based on sex)
§504, Rehabilitation Act of 1973, 29 U.S.C. §794
Individuals with Disabilities Education Law, 20 U.S.C. §§1400 *et seq.*
Genetic Information Nondiscrimination Act of 2008 P.L. 110-233
34 C.F.R. §§ 100.6; 104.8; 106.9; 110.25
Executive Law §§290 *et seq.* (New York State Human Rights Law)
Education Law §§10-18 (The Dignity for All Students Act)
Education Law §§313(3); 3201; 3201-a
ADA Best Practices Tool Kit for State and Local Governments, Website Accessibility Under Title II of the ADA (see Chapter 5 and Chapter 5 Addendum checklist), www.ada.gov/pcatoolkit/toolkitmain.htm

1st Reading: June 16, 2021
Adoption date: July 7, 2021

Appendix “U”

STUDENT HEALTH SERVICES

&

WELLNESS POLICY

STUDENT HEALTH SERVICES

The Board of Education recognizes that good student health is vital to successful learning and acknowledges its responsibility, along with that of parent(s) or guardian(s), to protect and foster a safe and healthful environment for the students.

The school shall work closely with students' families to provide detection and preventive health services. In accordance with law, the school will provide vision, hearing, dental inspection and scoliosis screening. Problems shall be referred to the parent(s) or guardian(s) who shall be encouraged to have their family physician/dentist provide appropriate care.

In order to enroll in school a student must submit a health certificate within 30 calendar days after entering school, and upon entering prekindergarten or kindergarten, and first, third, fifty, seventh, ninth and eleventh grades. The examination, which must conform to state requirements, must have been conducted no more than 12 months before the first day of the school year in question. If a student is unable to furnish the health certificate, the school will provide a physical examination by a licensed provider. A request for exemption from the physical examination, or the requirement to provide a health certificate, must be made in writing to the school principal or designee, who may require documents supporting the request. The only basis for exemption is a claim that the physical examination is in conflict with the parent or guardian's genuine and sincere religious belief.

New York Public Health Law 2164 requires that parents vaccinate their children against serious diseases. Public school officials may not admit unvaccinated children to school in excess of 14 days unless: (1) the student is transferring from out-of-state or from another country and can show good faith effort to get the necessary certification or other evidence of immunizations, in which case the 14-day period may be extended to not more than 30 days; or (2) the student has been legally exempted for medical reasons or because the child's parents hold genuine and sincere religious beliefs which are contract to vaccination practices (PHL 2164[7]{a}, [8], [9]; Education law 914[1].)

The McKinney-Vento liaison shall assist homeless students covered by that law in accessing health services described in this policy and accompanying regulation.

The Board recognizes that the State of New York may authorize and require the collection of data from health certificates in furtherance of tracking and understanding health care issues that affect children. The Board supports these efforts and expects administrators to cooperate and to observe the appropriate laws and regulations in carrying out those responsibilities, including those that relate to student privacy.

In addition, students will be asked to provide a dental health certificate when they enroll in school and in accordance with the same schedule as the health certificate.

A permanent student health record shall be part of a student's cumulative school record and should follow the student from grade to grade and school to school along with his/her academic record. This record folder shall be maintained by the school nurse.

Schools shall also provide emergency care for students in accidental or unexpected medical situations. Each school in the district will include in its emergency plan a protocol for responding to health care emergencies, including anaphylaxis, opioid overdose and head injury.

Parents/guardians will be notified of any emergency medical situation as soon as is practicable**.** Every effort will be made to notify parents/guardians of non-emergent medical situations that have been reported to the nurse**.**

Communicable Diseases

It is the responsibility of the Board to provide all students with a safe and healthy school environment. To meet this responsibility, it is sometimes necessary to exclude students with contagious and infectious diseases, as defined in the Public Health Law, from attendance in school. Students will be excluded during periods of contagion for time periods determined on an individual basis.

It is the responsibility of the Superintendent of Schools or his/her designee, working through district health personnel, to enforce this policy and to contact the county or local health department when a reportable case of a communicable disease is identified in the student or staff population.

Administering Medication to Students

Neither the Board nor district staff members shall be responsible for the diagnosis or treatment of student illness. The administration of prescribed medication to a student during school hours shall be permitted only when failure to take such medicine would jeopardize the health of the student, or the student would not be able to attend school if the medicine were not made available to him/her during school hours, or where it is done pursuant to law requiring accommodation to a student's special medical needs (e.g., Section 504 of the Rehabilitation Act of 1973). "Medication" will include all medicines (both prescription and over the counter) prescribed by an authorized medical provider.

Before any medication may be administered to or by any student during school hours, the Board requires:

1. the written request of the parent(s) or guardian(s), which shall give permission for such administration and relieve the Board and its employees of liability for administration of medication; and
2. the written order of the prescribing authorized medical provider, which will include the purpose of the medication, the dosage, the time at which or the special circumstances under which medication shall be administered, the period for which medication is prescribed, and the possible side effects of the medication.
3. that in order for a student to carry and use a rescue inhaler, an epinephrine auto-injector, insulin, or glucagon and associated testing supplies, written permission must be provided

both by the parent and the prescribing authorized medical provider in accordance with state law and regulations.

Students are allowed to carry and apply parentally provided sunscreen without a prescription from a medical provider, assuming that the sunscreen is FDA approved and that the sunscreen is not treating a medical condition. Parents need to provide the district with written permission for students to use sunscreen.

Permission slips and medical orders shall be kept on file in the office of the school nurse.

In addition, the district shall make a nebulizer available on-site in school buildings where nursing services are provided. Students with a patient-specific order, who require inhaled medications, shall have access to the nebulizer for use with the student's own prescribed medication. The district will ensure that it is maintained in working order.

Life-Threatening Allergies and Anaphylaxis Management

The Board recognizes its role and responsibility in supporting a healthy learning environment for all students, including those who have, or develop, life-threatening allergies. The district will work cooperatively with the student, their parent/guardian and healthcare provider to allow the child to participate as fully and as safely as possible in school activities. When a student has a known life-threatening allergy reported on their health form or if the district has been informed by the parent of the presence of a life-threatening allergy, the district will assemble a team, which may include the parent, the school nurse, the child's teacher, the building principal and other appropriate personnel, which will be charged with developing an individual health care plan and/or emergency action plan.. The plans will be maintained by the school nurse. The plans will guide prevention and response. If the student is eligible for accommodations based upon the IDEA, Section 504 or the Americans with Disabilities Act, the appropriate procedures will be followed regarding identification, evaluation and implementation of accommodations.

Epinephrine Administration

Epi-Pen Administration may be provided by the Registered Nurse and other unlicensed personnel in accordance with NYS laws and guidelines.

Opioid Antagonists

As per Education Law§922 and Public Health Law §3390, the school district will provide and maintain in each school where nursing services are provided, an opioid antagonist for use during emergencies to anyone suspected of having an opioid overdose whether or not there is a previous history of opioid abuse.

Training

Training to support the fulfillment of staff responsibilities in regard to student health services will be provided as part of the district's ongoing professional development plan and in conformity with Commissioner's regulations.

Regulations

The Superintendent shall develop comprehensive regulations governing student health services. Those regulations shall include the provision of all health services required by law, procedures for the maintenance of health records, and procedures for the administering of medication to students. The Superintendent shall also develop protocols, in consultation with the school physician and other appropriate district staff, for the management of injury, with particular attention to concussion.

Cross-ref: 4321, Programs for Students with Disabilities
5020.3, Students with Disabilities and Section 504
5280, Interscholastic Athletics
5550, Student Privacy
8130, School Safety Plans and Teams
9700, Staff Professional Development

Ref: Education Law §§310 (provisions for appeal of child denied school entrance for failure to comply with immunization requirements); 901 et seq. (medical, dental and health services, BMI reporting); 919 (provide and maintain nebulizers); 6909 (emergency treatment of anaphylaxis)

Public Health Law §§613 (annual survey); 2164 (immunization requirements)
8 NYCRR § 64.7 (administration of agents to treat anaphylaxis); § 135.4 (Physical Education); Part 136 (school health services program)
Administration of Medication in the School Setting Guidelines, State Education Department, revised April 2002
Immunization Guidelines: Vaccine Preventable Communicable Disease Control, State Education Department, revised August 2000
Making the Difference: Caring for Students with Life-Threatening Allergies, New York State Department of Health, New York State Education Department, New York Statewide School Health Service Center, June 2008
Concussion Management Guidelines and Procedures, www.nysphsaa.org

1st Reading and adoption of Revised Policy - April 20, 2016
1st Reading of Revision: April 18, 2018 Revision Adopted: May 2, 2018
1st Reading of Revision: June 6, 2018 Adoption: June 20, 2018

KINGSTON CITY SCHOOL DISTRICT **POLICY NO. 5405**

WELLNESS POLICY

The Board of Education recognizes that good student health is vital to successful learning and acknowledges its responsibility, along with that of parent(s) or guardian(s), to protect and foster a safe and healthful environment for the students.

The school will work closely with students' families to provide detection and preventive health services. In accordance with law, the school will provide vision, hearing, dental inspection and scoliosis screening. Problems will be referred to the parent(s) or guardian(s) who will be encouraged to have their family physician/dentist provide appropriate care.

In order to enroll in school a student must have a health exam and submit a health certificate within 30 calendar days after first entering school at any grade, and upon entering prekindergarten or kindergarten, and first, third, fifth, seventh, ninth and eleventh grades. The examination, which must conform to state requirements, must have been conducted no more than 12 months before the first day of the school year in question. If a student is unable to furnish the health certificate, the school will provide a physical examination by a licensed provider. A request for exemption from the physical examination, or the requirement to provide a health certificate, must be made in writing to the school principal or designee, who may require documents supporting the request. The only basis for exemption is a claim that the physical examination is in conflict with the parent's or guardian's genuine and sincere religious belief.

In order to enroll in school, students must also furnish documentation of required immunizations against certain communicable diseases as set forth in state law and regulations, unless exempted from immunization for medical reasons as permitted by state law and regulation. Public school officials may not admit unvaccinated children to school in excess of 14 days unless: the student is transferring from out-of-state or from another country and can show good faith effort to get the necessary certification or other evidence of immunizations, in which case the 14-day period may be extended to not more than 30 days.

Homeless students will be admitted to school even if they do not have the required health or immunization records but may be temporarily excluded if they show actual symptoms of a communicable disease that poses a significant risk of transmission to others (see "Communicable Diseases" below). The Homeless liaison will assist homeless students covered by that law in accessing health services described in this policy and accompanying regulation, including removing barriers for unaccompanied youth caused by lack of person(s) in parental relation(s) permission.

The Board recognizes that the State of New York may authorize and require the collection of data from health certificates in furtherance of tracking and understanding health care issues that affect children. The Board supports these efforts and expects administrators to cooperate and to observe the appropriate laws and regulations in carrying out those responsibilities, including those that relate to student privacy.

In addition, students will be asked to provide a dental health certificate when they enroll in school and in accordance with the same schedule as the health certificate.

A permanent student health record will be part of a student's cumulative school record and should follow the student from grade to grade and school to school along with the academic record. This record folder will be maintained by the school nurse.

Emergency Care
Schools will also provide emergency care for students in accidental or unexpected medical situations. Each school in the district will include in its emergency plan a protocol for responding to health care emergencies, including anaphylaxis, opioid overdose and head injury.

Parents/guardians will be notified of any emergency medical situation as soon as is practicable. Every effort will be made to notify parents/guardians of non-emergent medical situations that have been reported to the nurse.

Communicable Diseases
It is the responsibility of the Board to provide all students with a safe and healthy school environment. To meet this responsibility, it is sometimes necessary to exclude students who have been diagnosed with or are showing symptoms of any communicable diseases, as defined in the Public Health Law, from attendance in school. Students will be excluded during periods of contagion for time periods determined on an individual basis.

It is the responsibility of the Superintendent of Schools or they/their designee, working through district health personnel, to enforce this policy and to contact the county or local health department when a reportable case of a communicable disease is identified in the student or staff population.

During an outbreak of these communicable diseases, if the Commissioner of Health or designee so orders, the district will exclude students from school who have an exemption from immunization or in the process of obtaining immunizations. The district will provide additional protections to students who are otherwise medically vulnerable.

Administering Medication to Students
Neither the Board nor district staff members are responsible for the diagnosis or treatment of student illness. The administration of prescribed medication to a student during school hours will be permitted only when failure to take such medicine would jeopardize the health of the student, or the student would not be able to attend school if the medicine were not made available to them during school hours, or where it is done pursuant to law requiring accommodation to a student's special medical needs (e.g., Section 504 of the Rehabilitation Act of 1973). “Medication” will include all medicines (both prescription and over the counter) prescribed by an authorized medical provider.

Before any medication may be administered to or by any student during school hours, the Board requires:

1. the written request of the parent(s) or guardian(s), which gives permission for such administration and relieves the Board and its employees of liability for administration of

medication; and

2. the written order of the prescribing authorized medical provider, which will include the purpose of the medication, the dosage, the time at which or the special circumstances under which medication will be administered, the period for which medication is prescribed, and the possible side effects of the medication.

3. that in order for a student to carry and use a rescue inhaler, an epinephrine auto-injector, insulin, or glucagon and associated testing supplies, written permission must be provided both by the parent and the prescribing authorized medical provider in accordance with state law and regulation.

Students are allowed to carry and apply parentally provided sunscreen without a prescription from a medical provider, assuming that the sunscreen is FDA approved and that the sunscreen is not treating a medical condition. Parents need to provide the district with written permission for students to use sunscreen.

Permission slips and medical orders will be kept on file in the office of the school nurse.

In addition, the district will make a nebulizer available on-site in school buildings where nursing services are provided. Students with a patient- specific order, who require inhaled medications, will have access to the nebulizer for use with the student's own prescribed medication. The district will ensure that it is maintained in working order.

Life-Threatening Allergies and Anaphylaxis Management

The Board recognizes its role and responsibility in supporting a healthy learning environment for all students, including those who have, or develop, life-threatening allergies. The district will work cooperatively with the student, their person(s) in parental relation(s) and healthcare provider to develop a plan which will allow the child to participate as fully and as safely as possible in school activities. When a student has a known life threatening allergy reported on their health form or if the district has been informed by the parent of the presence of a life-threatening allergy, the district will assemble a team, which may include the parent, the school nurse, the child's teacher, the building principal and other appropriate personnel, which will be charged with developing an individual health care plan and/or an emergency action plan. The plans will be maintained by the school nurse. The plans will guide prevention and response. If the student is eligible for accommodations based upon the IDEA, Section 504 or the Americans with Disabilities Act, the appropriate procedures will be followed regarding identification, evaluation and implementation of accommodations.

Epinephrine Administration

Epi-Pen Administration may be provided by the Registered Nurse and other unlicensed personnel who have received training in accordance with NYS laws and guidelines.

Opioid Antagonists

The district permits emergency administration of opioid antagonists to prevent opioid overdoses. The district will provide and maintain in each school where nursing services are provided, an opioid antagonist for use during emergencies to anyone suspected of having an opioid overdose whether or not there is a previous history of opioid abuse.

Opioid antagonists will be limited to naloxone and other medications approved by the Department of Health for such purposes and administered only by the school nurse to students and staff.

Administration of Opioid Antagonist Pursuant to Non-Patient Specific Order

The Board of Education approves the following program for use of opioid antagonists on students or staff suspected of having opioid overdoses whether or not there is a previous history of opioid abuse:

School Nurse Administration of Opioid Overdose Treatments Pursuant to a Non-patient Specific Order and Protocols

The school district's medical director will issue a non-patient specific order and protocol authorizing school nurses to administer naloxone and/or other opioid-related overdose treatment to students or staff suspected of having an opioid overdose. The school nurse may administer intranasal (in the nose) naloxone or, if allowable per their training, intramuscular (in the muscle) naloxone, on school premises or at any school-sponsored activities occurring off school grounds. The non-patient specific order and protocols must comply with regulations of the commissioner of education (8 NYCRR §64.7).
A registered nurse (RN) who is responsible for implementing the non-patient specific order and protocol may assign licensed practical nurses (LPNs) to help (i.e., administer the ordered naloxone or other opioid overdose treatment, call an ambulance). The registered nurse must provide training and on-site direction to the LPNs except in emergency situations.

Training

Training to support the fulfillment of staff responsibilities in regard to student health services will be provided as part of the district's ongoing professional development plan and in conformity with Commissioner's regulations.

Regulations

The Superintendent will develop comprehensive regulations governing student health services. Those regulations will include the provision of all health services required by law, procedures for the maintenance of health records, and procedures for the administering of medication to students. The Superintendent will also develop protocols, in consultation with the school physician and other appropriate district staff, for the management of injury, with particular attention to concussion.

Cross-ref: 4321, Programs for Students with Disabilities
5020.3, Students with Disabilities and Section 504
5151 Homeless Students
5280, Interscholastic Athletics
5280.1 Concussion Management Policy
5550 Student Privacy
8130 School Safety Plans and Teams
9700, Staff Professional Development

Ref: Education Law §§310 (provisions for appeal of child denied school entrance for failure to comply with immunization requirements); 901 et seq. (medical, dental and health services, BMI reporting); 919 (provide and maintain nebulizers); 6909 (emergency treatment of anaphylaxis)
Public Health Law §§613 (annual survey); 2164 (immunization requirements) 8 NYCRR § 64.7

(administration of agents to treat anaphylaxis); § 135.4 (Physical 4 Policy #5420 Page 4 of 4 Education); Part 136 (school health services program) Administration of Medication in the School Setting Guidelines, State Education Department, revised April 2002 Immunization Guidelines: Vaccine Preventable Communicable Disease Control, State Education Department, revised August 2000 Making the Difference: Caring for Students with Life-Threatening Allergies, New York State Department of Health, New York State Education Department, New York Statewide School Health Service Center, June 2008 Concussion Management Guidelines and Procedures, www.nysphsaa.org

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1st Reading of Revision: October 7, 2020 Adoption: October 21, 2020

Appendix “V”

HOMELESS CHILDREN

Policy 5151

HOMELESS CHILDREN

The district shall provide a public education to all persons residing in the district between the ages of five and twenty-one**,** if they are five (5) years of age on or before December 1st, who have not received a high school diploma.

A veteran of any age who has not yet received they/their high school diploma and who has been discharged under conditions other than dishonorable is eligible to attend school.

A non-veteran under twenty-one years of age who has received a high school diploma shall be permitted to attend school or BOCES upon payment of tuition.

Upon registration, all new students shall be required to present:

1. proof of age - examples of acceptable forms of documentation include, but are not limited to, a birth certificate, baptismal record, an entry in a family bible, an adoption record, an affidavit from a person(s) in parental relation(s), or a passport (including a foreign passport);

2. record of immunizations* and a health certificate from a licensed physician; and

3. proof of district residency – examples of acceptable forms of documentation include, but are not limited to, a pay stub, income tax form, mortgage or lease documents to a house or apartment, telephone or utility bills or other bills sent to the student's home address, rent payment receipts, a copy of a money order for payment of rent, a letter from a parent's employer that is written on company letterhead, voter registration document or a state- or other government-issued ID.

4. Custody papers (if appropriate);

5. Person(s) in parental relation(s) photo identification.

Admissions of Nonresident Students

The following students will be accepted for attendance:

1. Future residents: The children of parents or guardians who show proof of residence under construction, or a contract for purchase of an existing residence, or who have executed to lease for premises within the district, and who intend to become residents upon availability of the structure, and can anticipate availability within 90 days of enrollment.

2. Former residents: Regularly enrolled children of parents or guardians who have moved out of the school district during the school year will be permitted to complete the current

semester in the district. A senior in the school system who is a resident through the first marking period may complete the entire senior year.

3. Foreign Students: Students from other nations who are living with district residents may be enrolled at the discretion of the Superintendent.

4. School Employees: The children of nonresident staff members may be enrolled when space permits.

5. Voluntary transfers at the discretion of the Superintendent.

Students in the above categories 1, 2, and 3 will be admitted at no charge.

Students in Category 4 and 5 will be admitted upon payment of tuition as approved by the Board of Education.

Homeless and foster children who are no longer district residents due to homelessness or foster care placement residing out of district are entitled to continue to attend district schools under federal and state law and regulations. .

Tuition fees will be established annually in accordance with the law.

The district may contract for the education of children with any district which authorizes its trustees to contract with the Board of Education of the Kingston School District.

The Board of Education delegates its authority, pursuant to Commissioner's Regulations §100.2(y), to the Superintendent of Schools who shall have the full and final authority to make determinations regarding student residency.

If the person(s) in parental relation(s) of a student seeking to enroll is limited English proficient, the district will meaningfully communicate material information about enrollment as required by federal law. The district will provide parents/guardians of all newly enrolled students with appropriate information including student handbooks and information about access to special education services.

* Regulations that accompany policy 5420, Student Health Services, provide additional guidance regarding immunization records.

Cross-ref: 5151, Homeless Students
5420, Student Health Services

Ref: Education Law §§903; 904; 3202; 3208; 4402(8)
Public Health Law §2164

Student Registration Guidance, New York State Department of Education, August 26, 2010 www.emsc.nysed.gov/sss/pps/residency/studentregistrationguidance082610.pdf
Educational Services for Recently Arrived Unaccompanied Children, New York State Education Department, September 10, 2014
Information on the Rights of All Children to Enroll in School, U.S. Departments of Education and Justice, Revised May 8, 2014
Fact Sheet I and II: Information on the Rights of All Children to Enroll in School, http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201405.pdf
Plyler v. Doe 457 US 202 (1982)

First Reading: **October 7, 2015** **Adoption date:** **October 21, 2015**

First Reading of Revision: **October 2, 2019** **Adoption Date:** **October 18, 2019**

Appendix “W”

PESTICIDE NOTICE

KINGSTON CITY SCHOOL DISTRICT
21 Wynkoop Place
Kingston, New York 12401
845-339-3000 845-339-9279 Fax

Dr. Paul J. Padalino
Superintendent of Schools

Sharifa Carbon
Deputy Superintendent Human Resources and Business

September 2025

Dear Parent, Guardian, and School Staff:

New York State Law Section 409-H, effective July 1, 2001, requires all public and nonpublic elementary and secondary schools to provide written notification to all persons in parental relation, faculty and staff regarding the potential use of pesticides periodically throughout the school year. The Kingston City School District is required to maintain a list of persons in parental relation, faculty and staff who wish to receive 48-hour prior written notification of certain pesticide applications. The following pesticide applications are not subject to prior notification requirements.

- a school remains unoccupied for a continuous 72-hours following an application;
- anti-microbial products;
- nonvolatile rodenticides in tamper resistant bait stations in areas inaccessible to children;
- boric acid and disodium octaborate tetrahydrate;
- the application of EPA designated biopesticides;
- the application of EPA designated exempt materials under 40CFR152.25;
- the use of aerosol products with a directed spray **in** containers 18 fluid ounces or less when used to protect individuals from an imminent threat from stinging and biting insects including venomous spiders, bees, wasps and hornets.

In the event of an emergency application necessary to protect against an imminent threat to human health, a good faith effort will be made to supply written notification to those on the 48-hour prior notification list. If you would like to receive 48-hour prior notification of pesticide applications that are scheduled to occur in your school, please complete the form below and return it to the Kingston City School District IPM representative at: 918 Ulster Avenue, Kingston, New York 12401, or fax it to 845-331-1180. If you have questions please call Mr. Olsen at 845-943-3040.

- -

(Detach Here)

KINGSTON CITY SCHOOL DISTRICT REQUEST FOR PESTICIDE APPLICATION NOTIFICATION

Name of Parent/Guardian/Staff:____

Address:____
____

Day Telephone Number:____________________ Evening Telephone Number:____________________

Child's Name:____________________________ School Name:________________________________
Additional Child:__________________________ School Name:________________________________
Additional Child:__________________________ School Name:________________________________

KINGSTON CITY SCHOOL DISTRICT
21 Wynkoop Place
Kingston, New York 12401
845-339-3000 845-339-9279 Fax

Dr. Paul J. Padalino
Superintendent of Schools

Sharifa Carbon
Deputy Superintendent for Human Resources and Business

Septiembre del 2025

Estimados Padres, Tutores, y Personal de la Escuela:

La Sección 409-H de la Ley del Estado de Nueva York, vigente a partir del 1ro de julio del 2001, exige que todas las escuelas primarias y secundarias públicas y no públicas brinden notificaciones por escrito a todas las personas en relación con los padres, maestros y el personal sobre el posible uso de pesticidas periódicamente durante el año escolar. El Distrito Escolar de la Ciudad de Kingston debe mantener una lista de personas en relación con los padres, profesores y personal que deseen recibir una notificación por escrito con 48 horas de anticipación de ciertas aplicaciones de pesticidas. Las siguientes aplicaciones de pesticidas no están sujetas a requisitos de notificación previa.

- una escuela permanece desocupada durante 72 horas continuas después de una solicitud;
- productos antimicrobianos;
- rodenticidas no volátiles en estaciones de cebo resistentes a la manipulación en áreas inaccesibles para los niños;
- ácido bórico y tetraborato de octaborato disódico;
- la aplicación de biopesticidas designados por la EPA;
- la aplicación de materiales exentos designados por la EPA bajo 40CFR152.25;
- El uso de productos en aerosol con un aerosol dirigido en recipientes de 18 onzas líquidas o menos cuando se usa para proteger a las personas de una amenaza inminente de insectos que pican, como arañas venenosas, abejas, avispas y avispones.

En el caso de una solicitud de emergencia necesaria para proteger contra una amenaza inminente para la salud humana, se hará un esfuerzo de buena fe para proporcionar una notificación por escrito a aquellos en la lista de notificación previa de 48 horas. Si desea recibir una notificación previa de 48 horas de las aplicaciones de pesticidas que están programadas para su escuela, complete el formulario a continuación y devuélvalo al representante de IPM del Distrito Escolar de la Ciudad de Kingston en: 918 Ulster Avenue, Kingston, Nueva York 12401 o envíelo por fax al 845-331-1180. Si tiene preguntas, llame al Sr. Olsen al 845-943-3040.

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(Detach Here)

SOLICITUD DE NOTIFICACIÓN PARA APLICACIÓN DE PESTICIDAS DEL DISTRITO ESCOLAR DE LA CIUDAD DE KINGSTON

Nombre de los Padres o Tutores:____

Direccion____
____

Numero de telefono para llamar de dia:____________________Numero de teléfono para llamar de noche:____________________

Appendix “X”

COMPUTER USE IN INSTRUCTION/ACCEPTABLE USE POLICY AND INTERNET SAFETY

COMPUTER USE IN INSTRUCTION / ACCEPTABLE USE POLICY

The Board of Education is committed to optimizing student learning and teaching. The Board considers student access to a computer network, including the Internet, to be a powerful and valuable educational and research tool, and encourages the use of computers and computer-related technology in district classrooms solely for the purpose of advancing and promoting learning and teaching.

The computer network can provide a forum for learning various software applications and through online databases, bulletin boards, and electronic mail, can significantly enhance educational experiences and provide statewide, national and global communication opportunities for staff and students.

All users of the district's computer network and the Internet must understand that use is a privilege, nor a right, and that use entails responsibility.

The Superintendent of Schools shall establish regulations governing the use and security of the district's computer network. All users of the district's computer network and equipment shall comply with this policy and those regulations. Failure to comply may result in disciplinary action as well as suspension and/or revocation of computer access privileges.

The Superintendent and his/her designee, working in conjunction with appropriate district staff, will be responsible for the purchase and distribution of computer software and hardware throughout district schools. They shall prepare and submit for the Board's approval a comprehensive multi-year technology plan, which shall be revised as necessary to reflect changing technology and/or district needs.

Adoption date: February 18, 2009

Policy 4526.1

INTERNET SAFETY POLICY

The Board of Education is committed to undertaking efforts that serve to make safe for children the use of district computers for access to the Internet and World Wide Web. To this end, although unable to guarantee that any selected filtering and blocking technology will work perfectly, the Board directs the Superintendent of Schools to procure and implement the use of technology protection measures that block or filter Internet access by:

- adults to visual depictions that are obscene or child pornography, and
- minors to visual depictions that are obscene, child pornography, or harmful to minors, as defined in the Children's Internet protection Act.

Subject to staff supervision, however, any such measures may be disabled or relaxed for adults conducting bona fide research or other lawful purposes, in accordance with criteria established by the Superintendent or his or her designee.

The Superintendent or his or her designee also shall develop and implement procedures that provide for the safety and security of students using electronic mail, chat rooms, and other forms of direct electronic communications; monitoring the online activates of students using district computers; and restricting student access to materials that are harmful to minors.

In addition, the Board prohibits the unauthorized disclosure, use and dissemination of personal information regarding students; unauthorized online access by students, including hacking and other unlawful activities; and access by students to inappropriate matter on the Internet and World Wide Web. The Superintendent or his or her designee shall establish and implement procedures that enforce these restrictions.

The Coordinator of Network Technology designated under the District's Computer use in Instruction/Acceptable Use policy, shall monitor and examine all district computer network activities to ensure compliance with this policy and accompanying regulation. He or she also shall be responsible for ensuring that staff and students receive training on their requirements.

All users of the district's computer network must understand that use is a privilege, not a right, and that any such use entails responsibility. They must comply with the requirements of this policy and accompanying regulation, in addition to generally accepted rules of network etiquette, and the district's Computer Use in Instruction/acceptable Use Policy. Failure to comply may result in disciplinary action including, but not limited to, the revocation of computer access privileges.

Cross-ref: 4526, Computer Use in Instruction/Acceptable use Policy

Ref: Public Law No. 106=554
47 USC § 254
20 USC § 6801

Adoption Date: 2/18/09
1st Reading of Amended Policy: November 2, 2011 **Adoption Date: April 11, 2012**

Appendix “Y”

COMMONLY USED ACRONYMS

COMMONLY USED ACRONYMS

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Disorder / Hyperactivity Disorder
ADLS	Adaptive Daily Living Skills
AIS	Academic Intervention Services
AR	Annual Review
APPR	Annual Professional Performance Review
AT	Assistive Technology
AYP	Adequate Yearly Progress
BIP	Behavior Intervention Plan
BLT	Building Leadership Team
BOCES	Board of Cooperative Educational Services
BOE	Board of Education
CDOS	Career Development Occupational Services
CIPA	Children's Internet Protection Act
COGAT	Cognitive Assessment Tool
CPS	Child Protective Services
CPSE	Committee on Preschool Special Education
CSE	Committee on Special Education
CSI	Comprehensive School Improvement
CT	Consultant Teacher
DASA	Dignity for All Students Act
DCIP	District Comprehensive Improvement Plan
DLT	District Leadership Team
DTSDE	Diagnostic Tool for School and District Effectiveness
ED	Emotionally Disabled
EI	Early Intervention
ELA	English Language Arts
ELL	English Language Learners
ELST	Elementary Level Science Test

ENL	English as a New Language
ESD	Extended School Day
ESSA	Every Student Succeeds Act
FAPE	Free and Appropriate Public Education
FBA	Functional Behavioral Assessment
FERPA	Family Educational Rights and Privacy Act
FRL	Free and Reduced Lunch
GED	General Education Diploma
GR	Guided Reading
IDEA	Individuals with Disabilities Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IHO	Impartial Hearing Officer
KALP	Kingston Accelerated Learning Program
KPG	Kingston Parent Group (formerly Districtwide Parent Council)
LD	Learning Disabled
LEP	Limited English Proficiency
LOTE	Language Other Than English
LRE	Least Restrictive Environment
MD	Multiple Disabilities
NSGRA	Next Steps In Guided Reading Assessment
NYSAA	New York State Alternate Assessment
NYSED	New York State Education Department
NYSESLAT	New York State English as a Second Language Achievement Test
NYSITELL	New York State Identification Tool for English Language Learners
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiant Disorder
OHI	Other Health Impaired
OI	Orthopedic Impairment
OT	Occupational Therapy
PBIS	Positive Behavior Intervention Supports

PDD	Pervasive Developmental Disorder
PDP	Professional Development Plan
PINS	Person in Need of Supervision
PPC	Professional Practices Committee
PT	Physical Therapy
PTA/O	Parent Teacher Association/Organization
RST	Response to Intervention Support Team
RtI	Response To Intervention
SCEP	School Comprehensive Educational Plan
SDD	Significant Developmental Delay
SEDH	Social Emotion Developmental Health
SES	Socio Economic Status and/or Supplemental Education System
SI	Speech Impaired
SLO	Student Learning Objective
SLP	Speech Language Pathologist
SLT	School Leadership Team
SPSE	Strategic Plan for School Excellence
SSW	School Social Worker
SWD	Student With Disability
TBI	Traumatic Brain Injury
THI	Teacher of Hearing Impaired
TORC	Time Out Of Regular Class
TSI	Targeted School Improvement
TVI	Teacher of Visually Impaired

Appendix “Z”

TITLE I NOTIFICATION
(Title I Schools Only)

KINGSTON CITY SCHOOL DISTRICT
OFFICE OF TEACHING & LEARNING

21 Wynkoop Place
Kingston, NY 12401-3879
Phone (845) 943-3000 Fax (845) 331-3623

Dr. Paul J. Padalino
Superintendent

September 2025

Dear Parent/Guardian:

As a parent/guardian of a student at a Title I School, you have a right to know the professional qualifications of the classroom teachers and, if applicable, the teaching assistants who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers, and requires us to give you that information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether New York State Department of Education (NYSED) has licensed the teacher for the grades and subjects he/she teachers. Please be advised that the Kingston City School District has established the standard requiring 100% of its classroom teachers to be Licensed and qualified by NYSED.

- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.

- Whether any teacher's aides or similar teaching assistants provide services to your child, and if they do, their qualifications.

If you would like any of this information, please contact Melani Taylor at 943-3000 ext. 3016.

FAMILY & COMMUNITY ENGAGEMENT POLICY

The Board of Education, representing the community of the Kingston School District, believes that a child's education is a responsibility shared from pre-school through high school by the school and family. When schools strive to empower families and develop their connections, families can become powerful allies of the schools and advocates for public education, as well as their own children. To reach the goal of the School District to educate all students to their maximum potential, the schools and families must work in active partnership to support academic excellence and character development.

Furthermore, the Board recognizes that our community is diverse in culture, language, resources, and needs. "Families", for the purpose of this policy, refers to the persons in familial relation. This School District and the schools within its boundaries, in collaboration with families, will establish programs and practices that enhance family involvement and reflect the specific needs of all students and their families.

Consistent with the family involvement goals of Title I, Part A of the federal**,** Every Student Succeeds Act (ESSA) the Board of Education will ensure the development and implementation of programs, activities and procedures that encourage and support the education of families of students eligible for Title I services in all aspects of their child's education. The Board also will ensure that all of its schools receiving Title I, Part A funds develop and implement school level familial involvement procedures, as further required by federal law.

To this end, the Board supports the development, implementation, and regular evaluation of family involvement opportunities in all school**s**. An action plan for family/community involvement will be included in the district's and each school's Improvement Plan. The School and District Leadership Teams include families as active team participants who provide equal input to the development of the Improvement Plans.

Family involvement and engagement programs should include, but not be limited to, the following components for success:

a) Families are full partners in their child's education and may be included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
b) Communication in all forms between home and school is consistent, timely, meaningful, and nurtures a trusting and respectful relationship.
c) Families are welcome in the school (in accordance with policies #1250 School Volunteers and #1300 Visitors to the Schools), and their support and assistance is sought.
d) Families play an integral role in assisting student learning**.** Training and materials are provided to assist families with their children's achievement.
e) Community partnerships are a key component of this policy, and toward this end: The district will build relationships with local businesses, local government, health care, social service and civic and community organizations, in order to share resources and strengthen school programs, family practices, and student learning.
f) Family engagement activities will be provided to improve student academic achievement and school performance.
g) Understanding of state standards, assessments and their child's progress.

Since family involvement and community partnerships are essential in improving student achievement, the district will provide the coordination and technical assistance in planning and implementing effective family involvement activities.

The Board, along with the Superintendent of Schools and other appropriate staff, will conduct, with the involvement of families, an annual evaluation of the content and effectiveness of this familial involvement policy in improving the academic quality of Title I schools, including the identification of barriers to greater participation by families in activities particularly in identified subgroups, under this policy and its regulations, and the revision of family involvement policies necessary for evidence-based strategies for more effective engagement/involvement.

<u>All Title I Schools will also:</u>

- Convene an annual meeting at a convenient time, to which all families of participating children will be invited and encouraged to attend, to inform families of their school's participation under Title I (ESSA) and to explain the requirements and the right of the families to be involved;
- Offer a flexible number of familial involvement conferences, meetings and programs;
- Involve families in an organized, ongoing, and timely way with the planning, review, and improvement of programs;
- Provide program information and a description and explanation of the curriculum in-use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- Provide families opportunities to volunteer and participate in their child's class to observe classroom activities;
- Outline in the school handbook both family and student responsibilities that will support learning.

Cross Reference:
#1250 – School Volunteers
#1300 – Visitors to the Schools

Adoption Date: 03/09/05 Revised: 02/18/09
1st Reading of Revision: 11/20/13, 01/07/15
Adoption Date: 12/04/13, 01/21/15
1st Reading of Revision: 10/10/18 Adoption Date: 10/31/18
1st Reading and Adoption of Revision: 08/09/23
Reviewed: 09/13/24
Adoption of Review: 09/25/24